**Generating Marketing Insights with Social Science**

B7689

Fall 2018

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Course communications from the professor and teaching assistant outside class will be primarily through Canvas, usually via Announcements. Students should regularly check for Announcements and other course notifications. Be sure to refer to this syllabus to keep up on the readings, video viewings, and assignments.

**COURSE DESCRIPTION**

This course will enable students to apply qualitative marketing research methods and theory informed by the social sciences to become more creative, distinctive, and competitive marketers.

Marketers have increasingly mined social sciences such as anthropology, psychology, and sociology to enhance their customer understanding and generate epiphanies that traditional marketing research cannot deliver. This course takes an in-depth look at applying social science to produce insights about consumers in a qualitative marketing research context. We will cover how anthropological theories about ritual, meaning making, social relationships, beliefs, cultural codes, and tribes can inspire marketing strategies and advertising; the value of ethnography as a methodology for gaining consumer understanding, accessing naturalistic UX, and sparking new product ideas; and ways that focus groups and deep probing one-on-one interviews borrow from psychology, anthropology and sociology to tap consumer thinking and sentiments and ignite marketing initiatives. We will also draw on related humanities-based disciplines such as phenomenology and semiotics for additional analytic perspectives. Students will gain first-hand field experience with the techniques and theory covered in this course.

**CONNECTION TO THE CORE**

This course connects primarily to the Marketing core course because it details ways that students can conceive, conduct, and use qualitative marketing research to discover consumer sentiments and behavior and produce insights that help grow brands.

**STUDENT EVALUATION AND CLASSROOM EXPECTATIONS**

**Student Evaluation**

Class Participation 20%

* + - * 0-1.5 points per class; 2 potential bonus points at end of semester

Individual Assignments 30%

* + - * 10%: Observation
			* 10%: IDI
			* 10%: Brief Ethnography/Epiphany

Group Projects 50%

* + - * 10%: Response to The Moment of Clarity
			* 10% Proposal for final project
			* 30% Final Project

Groups will be composed of approximately 3 students. Students will evaluate each other’s performance in doing group work and this will be considered in assigning final grades.

Assignments will be due on the posted dates and times (no exceptions). If you have a valid reason for not being able to turn in the assignment, let the professor know in advance.

**Class Participation and Attendance**

* Class Participation: Students should come to class having done the readings and assignments and be prepared to participate in lively class discussions. Participation includes offering an informed point-of-view and listening actively and responding to fellow students. Demonstration of knowledge acquired in assigned readings and our earlier classes, as well as other CBS courses, will be valuable to the class and considered as part of the class participation grade.
* Class attendance: Attendance will be reflected in the overall participation grade. The professor must be informed in advance of any absence that can be anticipated. More than one absence or excessive lateness to class will impact the class participation grade significantly.
* This course adheres to the Columbia Core Culture. Students are expected to be:
	+ *Present*: On time for every class. Attendance will be tracked and is required except for reasonable absences.
	+ *Prepared*: Complete required reading and other work and expect cold calling. Bring and display nameplates.
	+ *Participating*: Constructive participation is essential, as noted above. Use of electronic devices is not permitted unless requested by the professor.

**REQUIRED READINGS AND VIDEOS**

Books

* *Qualitative Consumer and Marketing Research.* Russell W. Belk, Eileen Fischer and Robert Kozinets. 2013. (BFK)
* *The Moment of Clarity.* Christian Madsbjerg and Mikkel B. Rasmussen. 2014.

Articles

* Psychological Needs: <http://knowledge.wharton.upenn.edu/article/why-businesses-should-serve-consumers-higher-needs/>
* Data Science and Ethnography: <https://www.epicpeople.org/data-science-and-ethnography/>
* To Get More Out of Social Media, Think Like an Anthropologist (To be provided)
* Mixed Qualitative Methods: <https://www.researchgate.net/publication/277721253_How_Anthropologists_Can_Succeed_in_Business_Mediating_Multiple_Worlds_of_Inquiry>
* Bicycles and Cats: <https://rauli.cbs.dk/index.php/jba/article/view/4896/5317>
* Shaving: <https://rauli.cbs.dk/index.php/jba/article/view/4787/5214>
* Make-up: <https://www.researchgate.net/publication/320429591_Women_makeup_and_authenticity_Negotiating_embodiment_and_discourses_of_beauty>
* “Connecting Ethnography to the Business of Innovation” (To be provided)
* “In Pursuit of Strategy: Anthropologist in Advertising” (To be provided)

Videos

* Wang on Thick Data: <https://www.ted.com/talks/tricia_wang_the_human_insights_missing_from_big_data>
* Godin on Tribes: <https://www.ted.com/talks/seth_godin_on_the_tribes_we_lead?language=en>

**COURSE ROADMAP**

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| --- | --- | --- | --- |
| **Session** | **Topics** | **Reading/Viewing** | **Project Assignments** |
| 1 | **Introduction and Frameworks for Understanding Consumers**This session will lay out the course roadmap and requirements and begin the discussion of how social science can inspire imaginative and highly competitive marketing initiatives. Cases/Examples: Howard Schultz as ethnographer; Paco Underhill on retail observation  | ReadPsychological Needs: <http://knowledge.wharton.upenn.edu/article/why-businesses-should-serve-consumers-higher-needs/>“To Get More Out of Social Media, Think Like an Anthropologist” (Provided)ViewWang on Thick Data: <https://www.ted.com/talks/tricia_wang_the_human_insights_missing_from_big_data> | Discuss 1st Individual Project: Basic observation  |
| 2 | **Methods I**This is the first of two sessions on social science-informed marketing research methods. We will review the strengths and limitations of qualitative and quantitative consumer research, hybrid quant/qual research, and review approaches to F2F and virtual focus groups, in-depth interviews, and online community marketing research. Students will learn how social science-inspired lines of inquiry can help marketers obtain deep consumer understanding and spark insights to drive marketing. Cases/Examples: Targon; Preven; Chloraseptic (advertising) ZMET: In class demonstration | BFK: 1 & 2   | Basic observation project dueDiscuss 2nd Individual Project: In-depth one-on-one interview  |
| 3 | **Methods II**Readings and the lecture will detail the role of ethnography in the marketing research toolkit and explain how to conduct it.Cases/Examples: Pine-Sol, (sampling and branding); Febreze (advertising); Wish-Bone (marketing) | BFK: Chapters 4-6Data Science and Ethnography: <https://www.epicpeople.org/data-science-and-ethnography/>  | In-depth one-on-one interview due Discuss 3rd Individual Project: Ethnography/epiphany  |
| 4 | **Method and Theory from Anthropology and Psychology for Marketing Insight**This session will look at how anthropology and psychology informed marketing for two luxury hotel projects: “Gold” floors and historical properties. We will also discuss a case on Freshpet that mixes psychology and anthropology to produce marketing insights.  | Mixed Qualitative Methods: <https://www.researchgate.net/publication/277721253_How_Anthropologists_Can_Succeed_in_Business_Mediating_Multiple_Worlds_of_Inquiry> Begin *The Moment of Clarity* | Ethnography/epiphany dueDiscuss 1st Group Project: Responses to *The Moment of Clarity* |
| 5 | **Ritual, Meaning Making, and Marketing**This session will define ritual and meaning making from an anthropological perspective and consider how studying consumer behavior in these terms can ignite fresh marketing ideas. We will discuss consumer journey mapping in this context.Cases/Examples: Honey Bunches of Oats; Bicycles; Oreos; Duncan Hines | Continue *The Moment of Clarity*Bicycles:<https://rauli.cbs.dk/index.php/jba/article/view/4896/5317> For now, skip the section on cats. | Prepare group responses to *The Moment of Clarity*  |
| 6 | **Marketing Epiphanies: A Discussion****Better Design Through Ethnography and Semiotics**We will spend a good portion of this class on *The Moment of Clarity.*  We will also discuss how ethnography and semiotics can advance design initiatives from a UX perspective. Cases/Examples: Ford and Nissan; WD-40; Domino’s Pizza  | Finish *The Moment of Clarity* | Present group responses to *The Moment of Clarity*  |
| 7 | **More on Anthropological and Psychological Approaches****Guest Speaker: Peter Noel Murray****Crafting Research Proposals**Expanding on an earlier session, we will examine how anthropology and psychology can contribute to different marketing research projects on pets. We will also cover how to write a marketing research proposal and devote time to discussion of the final project.  | Cats: <https://rauli.cbs.dk/index.php/jba/article/view/4896/5317>  | Discuss 2nd Group Project:Final Research ProjectGroups prepare to select topic in the context of crafting a research proposal |
| 8 | **Sensory Experiences, Identity, and Branding**We will look at how concepts from anthropology can enhance marketers’ understanding of consumer beliefs, the need for sensory experiences, and expressions of identity.Cases/Examples: The Art of Shaving; RevlonClass Discussion of research proposal drafts. | Shaving: <https://rauli.cbs.dk/index.php/jba/article/view/4787/5214> Make-up: <https://www.researchgate.net/publication/320429591_Women_makeup_and_authenticity_Negotiating_embodiment_and_discourses_of_beauty> Groups should come to class prepared to discuss draft proposals | Group research proposal draft due |
| 9 | **Cultural Codes and Advertising Development**This session will explore how deep analysis of cultural symbolism and codes can inform advertising development. Cases/Examples: Folgers; CadillacRelated Case: Harley-DavidsonClass Discussion of final research proposals.  | Optional Reading[Coffee and Memories](http://www.nytimes.com/2000/05/07/magazine/does-the-smell-of-coffee-brewing-remind-you-of-your-mother.html)“Brands, Interactivity, and Contested Fields: Exploring Production and Consumption in Cadillac and Infiniti Automobile Advertising  Campaigns.”“Symbolic Force: A CorporateRevitalization Video andIts Effects” (Provided) | Final group research proposal due |
| 10 | **Generating New Products with Ethnography and Ideation****Segmentation Through Tribes and Psychographics**We will discuss how ethnography can serve as a springboard for new product ideas. Case/Example: Go-Gurt We will conduct an in-class ethnography-informed ideation session in the household cleaning category.We will discuss if/how the concept of broad target segmentation matters in the age of data science.Examples: Mini Cooper; Major League Soccer (Tribes)In-class discussion of final group project based of proposals. | Read“Connecting Ethnography to the Business of Innovation” (Provided)View Godin on Tribes: <https://www.ted.com/talks/seth_godin_on_the_tribes_we_lead?language=en> |  |
| 11 | **From Research to Advertising Strategy****Marketing Research Ethics****Guest Speaker: Priscilla Natkins**This session will cover the mechanics of crafting an advertising strategy informed by social science insights. Class will build upon research on orange juice to generate strategic advertising insights.We will discuss marketing research ethics.Class discussion of group projects in progress: Analysis and Insights. | BFK: 8 & 9; 7 optional“In Pursuit of Strategy: Anthropologists in Advertising” (Provided) | Groups present initial thinking/questions on final project |
| 12 | **Group Final Project Presentations** |  | Final group research projects due |

**INCLUSION, ACCOMMODATIONS, AND SUPPORT FOR STUDENTS**

At Columbia Business School, we believe that diversity strengthens any community or business model and brings it greater success. Columbia Business School is committed to providing all students with the equal opportunity to thrive in the classroom by providing a learning, living, and working environment free from discrimination, harassment, and bias on the basis of gender, sexual orientation, race, ethnicity, socioeconomic status, or ability. Students seeking accommodation in the classroom may obtain information on the services offered by Columbia University’s Office of Disability Services online at [www.health.columbia.edu/docs/services/ods/index.html](http://www.health.columbia.edu/docs/services/ods/index.html) or by contacting (212) 854-2388

August 21, 2018