



BUSINESS SCHOOL  
Te Kura Pakihi

## Department of Marketing Te Mātauranga Tokoka

SEMESTER ONE 2024

### MART461 Marketing Theory

#### Paper Description and Aims

This paper aims to create awareness and understanding of the theoretical foundations underpinning marketing thought and practice. The paper is designed to enrich your knowledge and perspective of marketing as an academic discipline, marketing's role in organisations, as well as its broader social, environmental, and economic functions and impacts. It discusses the roles, levels, and functions of theory, and debates the shapes and nature of theoretical contributions. The paper will enable you to create and advance your critical thinking and skills for constructing and questioning theory, particularly to model marketing processes and stakeholder involvement.

By the end of this course you should be able to:

- Argue convincingly for the acquisition and development of knowledge and understanding of Marketing Theory.
- Demonstrate intellectual openness and curiosity, awareness of limits in current Marketing Theory, and pertinent links to other disciplines.
- Effectively communicate Marketing Theory information, arguments, and analyses in writing.
- Elaborate on the principles that govern social systems, including markets, and the effects of human engagement within these systems (at individual, social, and ecological levels).

Semester One

0.1667 EFTS

20 points

#### **Prerequisites:**

#### **Teaching Staff**

**Paper Coordinator and Lecturer**

Name: Dr Masoud Karami

Office: OBS 4.34

Email: m.karami@otago.ac.nz

Office Hours: Wednesday 12.00-1.00 pm

You should contact Masoud Karami with any administrative inquiries about the paper.  
All requests for late submissions of assignments should be addressed to Dr Mathew Parackal  
**Email:** mathew.parackal@otago.ac.nz

**Expectations for Staff Response Time to Email Enquiries** – 9 am to 5 pm, Monday to Friday, email response will generally be within 48 hours. Please be aware that staff are not available to respond to emails between 5 pm Friday and 9 am Monday.

## **Paper Delivery**

Lecture Day/Time: **Tuesday 10:00 – 11.50 a.m.**

Room: Please refer to your eVision timetable

Every week, students must attend one **110-minute lecture**.

**Lectures** present the key conceptual material through discussion and interaction between teaching staff and students. Lectures are supported by readings.

**Calendar** The calendar (in this outline) details scheduling information. Note that this calendar may change as the paper proceeds. Any changes will be announced at lectures and be detailed on Blackboard.

*Students are expected to prepare for and attend all classes to gain full benefit from the course*

These activities should be prepared for by reviewing information detailed on Blackboard and completing any assigned readings. Students unable to attend a lecture are expected to catch up on missed material. Unless stated otherwise, all aspects of the course are examinable.

## **Expectations and Workload**

MART461 is a 20-point paper. As a general guide, 1 point represents study in formal instruction or independent study for 12 hours, made up of a combination of lectures, assignments, and readings. As a result, you should anticipate spending approximately 240 hours on this subject over the duration of the semester.

## **Textbook Information**

There is no textbook. Readings will be supplied on Blackboard, and students must read the related article(s) before each seminar. Students will present their summaries of each reading, as well as provide answers to questions on the topic during the seminars.

## Calendar

Week	Week Commencing*	Topic	Reading	Narrative: From competition to collaboration
1	26 Feb	What are theories, and who needs them	<p><b>Mandatory:</b> Whetten, D. A. (1989). What constitutes a theoretical contribution? <i>Academy of Management Review</i>, 14(4), 490-495.</p> <p><b>Recommended:</b> Jostein Gaarder, Sophie's World, (chapters 1-3). Thomas Kuhn on Scientific (R)evolutions (Losee, J. (2001). <i>A historical introduction to the philosophy of science</i>. OUP Oxford., pp 198-202)</p> <p>System thinking:  <a href="https://www.youtube.com/watch?v=EbLh7rZ3rhU">https://www.youtube.com/watch?v=EbLh7rZ3rhU</a></p>	<p>Helping students to understand the concept of theory and its role and importance in understanding the world around us, including Marketing.</p> <p>Helping students to understand the critical importance of asking fundamental questions in intellectual work.</p>
2	4 March	<p>The general theory of Marketing</p> <p>How to write good essays</p>	<p><b>Mandatory:</b> Hunt, S. D. (1990). Truth in marketing theory and research. <i>Journal of Marketing</i>, 54(3), 1-15.</p> <p><b>Recommended:</b> Hunt, S. D. (2002). <i>Foundations of marketing theory: Toward a general theory of marketing</i>. ME Sharpe. Chapter 1</p>	Helping students to understand marketing theory so that they can describe the essence of marketing as the creation of systems of exchange and determine a hierarchy of likely reasons for system failure.
3	11 March	Marketing myopia: History of marketing thought	<p><b>Mandatory:</b> Levitt, T. (2004). Marketing myopia. <i>Harvard Business Review</i>., 82(7/8), 138-149.</p> <p><b>Recommended:</b> Shaw, E. H., &amp; Jones, D. B. (2005). A history of schools of marketing thought. <i>Marketing Theory</i>, 5(3), 239-281.</p> <p>Sheth, J. (2021). New areas of research in marketing</p>	Helping students to understand the historical context and evolution of the field over time, from linear wealth creation of capitalism to a circular, regenerative approach.

			strategy, consumer behavior, and marketing analytics: the future is bright. <i>Journal of Marketing Theory and Practice</i> , 1-10.	
4	18 March	Consumer Experience	<p><b>Mandatory:</b> Carù, A., &amp; Cova, B. (2003). Revisiting consumption experience: a more humble but complete view of the concept. <i>Marketing Theory</i>, 3(2), 267-286.</p> <p><b>Recommended:</b> Wooliscroft, B. (2014). Rehumanizing marketing (and consumer behaviour). In <i>Humanistic Marketing</i> (pp. 53-58). Palgrave Macmillan, London.</p>	Helping students to think about consumer behaviour and marketing in terms of human rather than just consumer experience.
<b>Students (teams of two) take the lead in presenting assigned papers</b>				
5	25 March	Theories of Planned Behaviour and Reasoned Action	<p><b>Mandatory:</b> Ajzen, I. (1991). The theory of planned behavior. <i>Organizational Behavior and Human Decision Processes</i>, 50, 179-211</p> <p><b>Recommended:</b> Ajzen, I. (2011). The theory of planned behaviour: Reactions and reflections. <i>Psychology &amp; Health</i>, 26(9), 1113-1127.</p>	Helping students to understand how consumer behavior can be predicted from their attitude, subjective norms, and perceived control.
<p align="center"><b>29<sup>th</sup> March Good Friday</b>  <b>1<sup>st</sup> – 5<sup>th</sup> April Mid Semester Break</b>  <b>2nd April Otago Anniversary Day observed</b></p>				
6	8 April	Value Co-creation and Value-in-use Service-Dominant Logic (SDL)	<p><b>Mandatory:</b> Ramaswamy, V. (2011). It's about human experiences... and beyond, to co-creation. <i>Industrial Marketing Management</i>, 40(2), 195-196.</p> <p>Vargo, S. L., &amp; Lusch, R. F. (2004). Evolving to a new dominant logic for marketing. <i>Journal of Marketing</i>, 68(1), 1-17.</p>	Helping students to make sense of experience and value co-creation by stakeholders. Helping students to apply SDL to deepen their understanding of value co-creation.

			<p><b>Recommended:</b> Prahalad, C. K., &amp; Ramaswamy, V. (2004). Co-creation experiences: The next practice in value creation. <i>Journal of Interactive Marketing</i>, 18(3), 5-14.</p> <p>Friedman, A. L., &amp; Miles, S. (2002). Developing stakeholder theory. <i>Journal of Management Studies</i>, 39(1), 1-21.</p>	
7	15 April	Transformative Service Research	<p><b>Mandatory:</b> Anderson, L., Ostrom, A. L., Corus, C., Fisk, R. P., Gallan, A. S., Giraldo, M., &amp; Shirahada, K. (2013). Transformative service research: An agenda for the future. <i>Journal of Business Research</i>, 66(8), 1203-1210.</p>	Helping students to learn how transformative service research enables marketers to contribute to consumers' well-being.
8	22 April	Artificial intelligence and marketing	<p><b>Mandatory:</b> Kozinets, R. V., &amp; Gretzel, U. (2021). Commentary: artificial intelligence: the marketer's dilemma. <i>Journal of Marketing</i>, 85(1), 156-159.</p>	Helping students to think about the impact of AI on different aspects of marketing.
9	29 April	Critical Marketing Theory	<p><b>Mandatory:</b> Murray, J.B and Ozanne, J.L (1991) The critical imagination: Emancipatory interests in consumer research. <i>Journal of Consumer Research</i>, 18, 129-144</p> <p><b>Recommended:</b> Burton, D. (2001). Critical marketing theory: the blueprint? <i>European Journal of Marketing</i>.35 (5/6), 722-743.</p> <p>Chomsky-The market/externalities: <a href="https://www.youtube.com/watch?v=NHJCLErHORI">https://www.youtube.com/watch?v=NHJCLErHORI</a></p>	Helping students to start thinking critically, questioning marketing practice (as it is) as unsustainable, political, ideologized, etc., encouraging them to adopt the sustainability view.

10	6 May	Sustainability (Wellbeing, social, ecological, and economic)	<p><b>Mandatory:</b> Sheth, J. N., &amp; Parvatiyar, A. (2021). Sustainable marketing: Market-driving, not market-driven. <i>Journal of Macromarketing</i>, 41(1), 150-165.</p> <p><b>Recommended:</b> Wilkie, W. L., &amp; Moore, E. S. (2012). Expanding our understanding of marketing in society. <i>Journal of the Academy of Marketing Science</i>, 40(1), 53-73.</p> <p>Lim, W. M. (2016). A blueprint for sustainability marketing: Defining its conceptual boundaries for progress. <i>Marketing Theory</i>, 16(2), 232-249.</p>	Helping students to make sense of sustainability with its four pillars. Understand framing decisions broadly and include all pillars of sustainability when making decisions.
11	13 May	Framing and Decision-Making	<p><b>Mandatory:</b> Tversky, A., &amp; Kahneman, D. (1986). Rational Choice and the Framing of Decisions. <i>The Journal of Business</i>, 59(4), S251-S278</p> <p><b>Recommended:</b> Daniel, K. (2017). Thinking, fast and slow (selected pages) Kahneman: system 1 and 2: <a href="https://www.youtube.com/watch?v=PirFrDVRBo4">https://www.youtube.com/watch?v=PirFrDVRBo4</a></p>	Helping students to think as managers and figure out how marketers frequently frame decisions narrowly.
12	20 May	Course Wrap-up and in-class essay writing- workshop: From competition to collaboration		Reflections on what we (lecturers) have learned from students; class discussions, essay practice, and how to Improve.
13	27 May	<b>Final in-class exam (long essay)</b>		

**\* First week of Semester 1 is ACADEMIC WEEK 9**  
**Lectures end Friday 31 May**  
**University Exam Period First Semester Begins Wednesday 5 June**  
**Ends Wednesday 19 June**

## Assessment

All material presented is examinable (except where stated otherwise) by assignments and the final examination. All-important assessment information, such as due dates and times, content, guidelines, and so on, will be discussed at lectures and, where appropriate, detailed on Blackboard. *Students are responsible for ensuring that they are aware of this information, keeping track of their own progress, and catching up on any missed classes.*

Assessment	Due date	% of final grade	Requirements to pass this paper
<b>Assignment 1:</b> Reflective short essay on theory and its importance for marketing	8 March	5*	<b>You are required to deliver and pass both the 25% essay and the final exam and achieve an overall result of 50% or more to pass this course.</b>
<b>Assignment 2:</b> Reflective short essay on marketing myopia	22 March	5*	
<b>Assignment 3:</b> Reflective short essay on service-dominant logic	19 April	5*	
<b>Assignment 4:</b> Reflective short essay on transformative service research	3 May	5*	
<b>Student-lead seminar</b>		10	
<b>Note: only the three best of the four short essays marked as 5* will contribute 15% to the final</b>			
<b>Assignment 6:</b> Reflective long essay critiquing the consequences of the competition-based view of marketing on sustainability	17 May	25	<b>Yes</b>
<b>In-class exam:</b> Long essay on co-creative marketing in pursuit of UNSDG #12 (ensure sustainable consumption and production patterns)	28 May	50	<b>Yes</b>
<b>Assignments 1-4: Maximum 500 words, including references.</b> <b>Assignment 6: Maximum 2000 words, including references.</b> <b>No word limits for the In-class exam.</b>			

## Paper Requirements

This course uses both formative and summative assessments (formative: short essays). There will be a revision on essay writing before each seminar, including “dos and don’ts” during or after which you receive feedback, comments, or summary information to help you improve researching topics, argue cogently, and write essays. To obtain an overall pass, you must at least pass the 25% assignment (essay due 17 May) **and** the in-class exam. The formative parts of the assessment will help you pass the summative assessments **but** will also gain percentage points toward your final grade- **achieving an overall result of 50% or more.**

## Assessment Format

All assignments will be marked according to the rubric on page 10. You will receive comments to help you write better essays. To build your arguments, you will need to include adequate literature reviews. Leading the class discussion of an assigned reading (10%) gives you the opportunity to outline what you have read, research, describe, analyse and critique a given topic. While this will be marked, you will also receive questions and feedback from the floor. These will further help you to prepare for the major essay

(25%, due 17<sup>th</sup> May). The exam 'dry-run' will consist of your attempt to write a short outline of how you would structure and answer a set (mock) exam question in class. We will discuss and critique your attempt but not mark it. The final exam will be an in-class exam (28 May during your lecture time). You will not be asked to cite the sources of your ideas – although you are welcome to do so when you remember who said what. You will be challenged to critically analyse the question and present a well-structured and argued response.

### **Referencing Style**

For this paper, the referencing style is (APA). Style guides are also available on the University Library website:

<https://www.otago.ac.nz/library/referencing/index.html>

### **Late Assignments**

The standard late penalty shall be 5% of the maximum mark per day late or part thereof.

For example, assignments received up to 24 hours after the deadline will have 5% deducted from the available grade for the piece of assessment (i.e. a 78% becomes a 73%). Assignments received between 24 - 48 hours after the deadline will have 10% marks deducted from the available grade (i.e 78% becomes 68%). An additional 5% penalty will be applied for every day late. Assignments submitted after seven days of the deadline, or after feedback is returned if this is less than seven days, will not be marked.

All penalty timeframes are inclusive of weekends, public holidays and university semester breaks and closure times.

### **Group Work**

If your group is experiencing difficulties, please refer to the *Department of Marketing Student Guide*, which is available under the paper information tab on Blackboard.



## Learning Outcomes

Learning Outcome	Student-led seminar	1 <sup>st</sup> essay- March 8	2 <sup>nd</sup> essay- March 22	3 <sup>rd</sup> essay- April 19	4 <sup>th</sup> essay- May 3	6 <sup>th</sup> essay- May 17	Reflective essay (in class)- May 27	Total%
LO2.1 Specialist Business Knowledge: be able to argue cogently for the acquisition and development of knowledge and understanding of Marketing Theory.	Y	Y	Y	Y	Y	Y	Y	
LO2.2 Integrated Business Knowledge: be able to demonstrate intellectual openness and curiosity, awareness of limits in current Marketing Theory, and pertinent links to other disciplines.	Y	Y	Y	Y	Y	Y	Y	
LO3.1 Written Communication: be able to effectively communicate Marketing Theory information, arguments and analyses in writing.		Y				Y	Y	
LO5.2 – Environmental and Social Literacy: be able to elaborate on the principles that govern social systems including markets, and the effects of human engagement within these systems (at individual, social, and ecological levels).	Y					Y	Y	
<b>Total</b>	10	5*	5*	5*	5*	25	50	100%

### Assessment Rubric

This rubric applies to all internal assessment components:

	<b>Exemplary</b>	<b>Good</b>	<b>Adequate</b>	<b>Unsatisfactory</b>
<b>Access sources and extract useful scholarly and practical information</b>	Integrates a comprehensive discussion of pertinent information	Integrates a variety of relevant information	Some appropriate but limited information sourced	No or very scholarly information gathered lacks relevance
<b>Critically evaluate and use current and relevant literature effectively to demonstrate an in-depth knowledge of the topic</b>	Demonstrates a clear and wide-ranging understanding of current and relevant literature. Alternative points of view are synthesized.	Demonstrates a good understanding of the key literature. Some evidence of alternative points of view has been presented.	There is limited evidence that key literature has been considered. The discussion focused on prominent issues only and lacks balance.	There is little evidence of understanding the current literature relevant to the given problem. The discussion is not balanced.
<b>Style (incl. structure) appropriate for the audience</b>	Uses the language and conventions used in related academic/professional literature	An appropriate style for the intended audience	Exhibits some failure to adapt to the audience	Not appropriate for the audience
<b>Discussion structure, flow, coherence</b>	Discussion has excellent structure; the flow is clear.	Discussion has a clear structure (beginning, middle, end) and good flow but some redundancy (waffle).	Discussion shows some lack of coherency.	Discussion is incoherent; lacks organisation or relevance.
<b>Integration of previous feedback</b>	Feedback is evaluated dispassionately, and positions are modified if appropriate	An honest attempt to integrate feedback, but still some traces of confirmation bias	Feedback is used, but only in a token fashion	Inability to integrate feedback
<b>Comments</b>				
<b>Student</b>			<b>Grade</b>	

## **Academic Integrity**

**Students should ensure that all submitted work is their own.** Plagiarism is a form of academic misconduct (cheating). It is defined as copying or paraphrasing another's work and presenting it as one's own. Any student found responsible for academic misconduct in any piece of work submitted for assessment shall be subject to the University's dishonest practice regulations, which may result in serious penalties, including forfeiture of marks for the piece of work submitted, a zero grade for the paper, or in extreme cases, exclusion from the University. The University of Otago reserves the right to use plagiarism detection tools.

Students are advised to inform themselves about University policies concerning dishonest practice and take up opportunities to improve their academic and information literacy. If necessary, seek advice from academic staff, or the Student Learning Centre. The guideline for students is available at this link: <https://www.otago.ac.nz/study/academicintegrity/index.html>

Further information about the Academic Integrity Policy, the Student Academic Misconduct Procedures and the Academic Integrity can be found through the links below. The Academic Integrity website in particular has a number of useful links and suggestions as to where students can get help with referencing issues.

<https://www.otago.ac.nz/administration/policies/otago116838.html>

<https://www.otago.ac.nz/administration/policies/otago116850.html>

## **Concerns about the Paper**

We hope you will feel comfortable coming to talk to us if you have a concern about the paper. The Paper Co-ordinator will be happy to discuss any concerns you may have. Alternatively, you can report your concerns to the Class Representative who will follow up with departmental staff. If, after making approaches via these channels, you do not feel that your concerns have been addressed, there are University channels that may aid resolution. For further advice or more information on these, contact the departmental administrator or head of department.

## **Disclaimer**

While every effort is made to ensure that the information contained in this document is accurate, it is subject to change. Changes will be notified in class and via Blackboard. Students are encouraged to check Blackboard regularly. It is the student's responsibility to be informed.