

Syllabus

for course at advanced level

Branding: Strategic and Cultural Perspectives

Varumärken: strategiska och kulturella perspektiv

7.5 Higher Education

Credits

7.5 ECTS credits

Course code:	FE5349
Valid from:	Autumn 2015
Date of approval:	2015-06-08
Changed:	2015-06-24
Department	Stockholm Business School
Main field:	Företagsekonomi
Specialisation:	A1N - Second cycle, has only first-cycle course/s as entry requirements

Decision

This syllabus has been adopted by Head of Education at Stockholm Business School, Stockholm University, June 8, 2015, last revision conducted June 24, 2015.

Prerequisites and special admittance requirements

Degree of Bachelor worth at least 180 credits, or admitted to Business Studies IV, Extended Course or Business Studies IV, Magister's Course, Master's programme, or equivalent.

Course structure

Examination code	Name	Higher Education Credits
3349	Branding: Strategic and Cultural Perspectives	7.5

Course content

The course addresses a phenomena of branding, born in the realm of business but having been extended into the social and cultural realm as well, affecting not only businesses but various stakeholders on the way. Branding has been considered one of the central aspects of marketing. Companies are working on strengthening their brand through improving their brand image, brand strategy with the view of increasing brand equity and brand loyalty. Brands are a promise to a customer. But how the customers perceive this promise? It is not that straightforward as it seems.

With the rise of the active consumer, companies face the challenge of getting to know their customers to improve the communication. In the global marketplace, companies and consumers are in constant negotiation over meanings of various objects, services, places and people.

Students are therefore introduced to the dialectical processes between firms and consumers in which the meanings of the market are created. As such, BSCP aims to develop the analytical, strategic and creative thinking processes together with the skills related not only to cultural aspects of brand creation, identity, positioning and marketing but also to brands as cultural resources for companies in developing and maintaining their identity.

Having completed the course the students should be able to understand the roles brands but also advertising in general play in markets. Furthermore, students should grasp that marketing strategies need to be in tune with the localized consumer cultures and have the necessary theoretical tools to understand those cultures and relate them to branding strategy.

Some of the topics discussed are: managerial perspectives on branding, brand equities, value, co-creation, authenticity and others.

Learning outcomes

Intended Learning Outcomes

The aim of the course is on the one hand, to advance students' knowledge of fundamental models and theories of brands as cultural resources in contemporary consumer culture and, at the other, to introduce and critically reflect on typical and central empirical phenomena of brands as expressions of culture in society at large.

Upon completion of the course, students should be able to:

Knowledge and understanding

1. Describe and compare theories and central concepts about brands from both a producer and a consumer perspective.

Skills and abilities

2. Apply different theoretical approaches to brands as to understand their meanings in different contexts.

3. Conceptualise, argue and persuade their position orally and in writing.

Judgement and approach

4. Analyse consumer culture as an ideological framework for understanding how companies, consumers and other stakeholders deal with brands in markets.

5. Critically reflect upon and evaluate the significance of brands for individual consumers and companies as well as for society at large.

Education

The course consists of a combination of lectures, seminars and group work and requires a significant portion of self-study on the part of students. Assessment for the course will be continuous and is carried throughout the different activities of the course.

The course workload is 200 hours equivalent to 7,5 ECTS (40 hours per week equivalent to 1,5 ECTS).

The language of instruction is English.

Forms of examination

Assessment for the course will be continuous and is carried throughout the different course activities. Each assessment task is weighted in relation to its importance in the overall assessment of the course. The student's results from the different assessment tasks are added up to a total course score that will then translate into the final grade for the course.

Assessment tasks

The course contains the following weighted assessment tasks:

1. Individually written exam: assesses intended learning outcomes 1–5; constitutes 75% of total course points.

2. Two individually written short essays: assess intended learning outcomes 1, 3, and 5; constitute 10% of total course points.

3. Formulation and substantiation of an item for discussion: assesses intended learning outcomes 1–5, constitutes 5% of total course points.

4. Active participation in seminars: assesses intended learning outcomes 1–5; constitutes 10% of total course points.

Grading

After completion of the course, students will receive grades on a scale related to the intended learning outcomes of the course. Passing grades are A, B, C, D and E. Failing grades are Fx and F. A grade Fx can be completed for a grade E.

A course comprises 0–100 course points. Receiving a final passing grade requires ≥ 50 course points. The scale for the final grade is tied to fixed score intervals: A: 90–100; B: 80–89; C: 70–79; D: 60–69; E: 50–59; Fx: 45–49; F: 45. The grades correspond to the total score points a student obtains (over a total of 100) for all the weighted assessment tasks combined as part of the continuous assessment for the course.

Each assessment task is awarded 0–100 points. The score for a single assessment task is the number of points multiplied by its percentage weight, and the combined total of score points for all weighted assessment tasks for the course are added up to a final score between 0 and 100 which then translates into a corresponding final course grade between A and F.

Assessment tasks 1 and 3 are assessed on a 100-point scale.

Assessment task 2 is assessed on a 100-point scale in three intervals:

- Pass with distinction: 80% = 100 points.
- Pass: 50% = 50 points.
- Weak: 50% = 0 points.

Assessment task 4 is assessed on a 100-point scale in four intervals:

- Attending all meetings: 100 points.
- Absence from 1 meeting: 75 points.
- Absence from 2 meetings: 50 points.
- Absence from > 3 meetings: 0 points.

The student is responsible for completing the course's assessment tasks: that a sufficient amount of course points is earned and a passing course grade is obtained. The course's final assessment task can be taken twice: 1) during the course's first scheduled occasion; and, if a passing result (≥ 50 course points) was not achieved at the first occasion, 2) at the course's second, scheduled occasion. All other assessment tasks are offered once during the course.

A passing grade (A–E) in the course is obtained when a student has achieved ≥ 50 course points.

A failing grade (Fx or F) in the course is obtained when a student has not achieved ≥ 50 course points:

- If 45–49 course points are achieved, a grade Fx is obtained, which can be completed for a grade E within 3 semester weeks after receiving instructions from the course director. If a complementary task is not completed within this time limit, and the course's two final assessment tasks have been accomplished, the course grade Fx is confirmed, implying that the student must re-register for the course and that previously acquired course points are forfeited. Note that first-time registered students have priority access to the seminar groups.
- If 45 course points are achieved, a grade F is obtained, implying that the entire course must be retaken and that previously acquired course points are forfeited.

Re-registration implies that:

- first-time registered students have priority access to the course's group registration;
- the final assessment task can be re-assessed without attendance at any of the course's other learning activities and without points from the course's other assessment tasks accredited.

Students receiving a passing grade may not retake the final examination or complete a previously not completed assessment task to attain a higher grade. A passing grade may not be turned into a failing grade upon the request of a student.

Assessment criteria

Assessment criteria are designed as overall assessments, combined qualitative descriptions of what the student is expected to do in order to demonstrate how well the course's learning outcomes are achieved. The

assessment criteria are based upon the general abilities as expressed in the degree objectives of the Higher Education Ordinance (appendix 2, System of Qualifications). The list of abilities below is a compilation of these degree objectives. To pass the course (grade E) students should demonstrate general ability to:

- recall, understand and explain course content, the course subject and its scientific basis and methodology;
- apply course content;
- critically analyse course content;
- orally and in writing, present and discuss course content;
- assess course content in terms of scientific, social, and ethical aspects;
- relate course content to current social issues;
- meet standards of written presentation and formal accuracy.

The following assessment criteria are used to decide to what extent students have demonstrated these abilities and hence fulfil the course's intended learning outcomes, whereby a grading decision can be made. A higher grade-level presupposes the abilities at lower levels.

A (Excellent) ☐

The student demonstrates ability to evaluate and relate to the content of the course from a comprehensive, critically reflective perspective, as well as to transfer and apply insights in new, meaningful contexts.

B (Very Good) ☐

The student demonstrates ability to, from an overarching and coherent perspective of the field, understand and use concepts to explain how different aspects of the course relate to each other, interconnect and become meaningful.

C (Good) ☐

The student demonstrates ability to discuss the content, tasks and complex issues dealt with in the course from several well-developed but mainly independent perspectives.

D (Satisfactory) ☐

The student demonstrates satisfactory ability to discuss the content, tasks and complex issues dealt with in the course in a way that, albeit in-depth and elaborate, is decidedly one-dimensional.

E (Sufficient) ☐

The student demonstrates sufficient ability to discuss the content, tasks and complex issues dealt with in the course in a way that is decidedly one-dimensional.

Fx (Fail) ☐

The student's knowledge, skills and abilities display minor flaws, overall or in significant parts.

F (Fail) ☐

The student's knowledge, skills and abilities display major flaws, overall or in significant parts.

Interim

If the course is discontinued, or its contents are substantially altered, students have the right to be examined according to this syllabus once per semester for three further semesters.

Limitations

This course may not be included in a degree together with a course, taken in Sweden or elsewhere, of identical or partially similar content.

Misc

Exemption from an assessment task is granted if the student presents a valid reason and a written certification (such as illness and a medical certificate), whereupon the student may re-sit the assessment task at a later date while maintaining previously acquired course points.

Application for exemption should be submitted to the Director of Studies immediately after, or during planned absences well before, the date when the assessment task is carried out. A granted exemption expires

at the end of the immediately following semester.

Required reading

Required Reading

A selection of academic articles (updated each semester, see the study guide).

Lecture notes.

Course material guidelines and instructions.