

Marketing, Section 10 (COR1-GB_2310)
Stern School of Business, New York University
Prof. Priya Raghubir
Fall 2025

CLASS HOURS: Monday
7pm – 9pm
CLASS ROOM: Online
COURSE WEB SITE: The course web site is on NYU Brightspace¹ and includes all materials.

PROFESSOR:	Prof. Priya Raghubir	T A:	Steve Zhang
OFFICE:	816 Tisch Hall	OFFICE:	918 Tisch Hall
OFFICE HOURS:	By appointment	OFFICE HOURS:	Monday, By appointment
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Course Goals, Structure, and Pedagogy

Marketing is “*Satisfying Customers Profitably.*”

My **goals** for you in this course are for you to:

1. Understand the importance of the marketing function within a business, for all its stakeholders: shareholders, partners, and customers.
2. Debate and discuss trends in the new economy around social consciousness, and social media.
3. Have a toolkit: quantitative, qualitative, and strategic for you to use to understand, diagnose, and improve a company.
4. Learn and apply key marketing frameworks like the 3Cs, STP, SWOT using case analyses.
5. Be exposed to tactical decisions marketers make in the realms of product management, pricing, and promotions.
6. Apply the content and frameworks in this course to real, everyday business problems that will be introduced in the course.

The course is **structured** into three distinct Modules: Marketing Strategy – Segmentation, Targeting and Positioning (I), Marketing Strategy - Marketing Toolkit (II), and Tactical 4Ps (III).

Pedagogically, we will use lectures, case discussions, guest lectures, and class exercises. In terms of workload, you will have two case-related home works and one final exam.

Textbook and Reader

1. Required: Course Reader with Cases and Notes to be purchased separately from the NYU

¹ For instructions on how to use Brightspace please go to: <https://www.nyu.edu/life/information-technology/teaching-and-learning-services/instructional-tools/nyu-lms-brightspace/student-training-lms-brightspace.html>

Bookstore.

Grading

Professional Class Conduct		30%	See Appendix A
Individual Homework Questions	(2 x 15%)	30%	See Appendices B, C
Final Exam		40%	

1. Professional Class Conduct: You will be evaluated on how professionally you conduct yourself in the classroom environment. You are expected to a) enter the Zoom room on time, b) have your video turned on, and stay through the class without taking a break (we will have a 5 break in the middle of class),² c) and participate in class discussions. See Appendix D for a guide to case discussions.
2. Homework: You may not consult your classmates to help answer the homework questions and prepare you for the case discussions.
3. Final Exam: There will be a Zoom Final Exam on the last day of term covering all the materials covered through the term. It will be based on short questions, and applied in nature. It will be open-book, open-notes.

DIVERSITY AND INCLUSION

This course strives to support and cultivate diversity of thought, perspectives, and experiences. The intent is to present materials and activities that will challenge your current perspectives with a goal of understanding how others might see situations differently. By participating in this course, it is the expectation that everyone commits to making this an inclusive learning environment for all. The course will observe all NYU-Stern Policies (see Appendix E) on Student Accessibility (<https://www.nyu.edu/students/communities-and-groups/student-accessibility.html>), Name Pronunciation and Pronouns ([Pronouns & Name Pronunciation](#)), Religious Observances and other unique situations, GRADING,³ ACADEMIC INTEGRITY ([NYU Academic Integrity Policies](#) and <https://www.stern.nyu.edu/uc/codeofconduct>), GENERAL CONDUCT AND BEHAVIOR (<http://www.stern.nyu.edu/portal-partners/current-students/undergraduate/resources-policies/academic-policies/index.htm>) and the NYU Student Conduct Policy (<https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-student-conduct-policy.html>), and STUDENT WELLNESS (<https://www.stern.nyu.edu/wellbeing> and <http://www.nyu.edu/students/health-and-wellness/counseling-services.html>).

² If you have a medical condition necessitating the use of the restroom at more frequent intervals than the class period, please notify me in advance.

³ At NYU Stern, we strive to create courses that challenge students intellectually and that meet the Stern standards of academic excellence. To ensure fairness and clarity of grading, the Stern faculty have adopted a grading guideline for core courses with enrollments of more than 25 students in which approximately 35% of students will receive an "A" or "A-" grade.

Tuesday, 7pm - 9pm. Login through NYU-Zoom						
Date	#	Module	Topic	Presentation	Pre-Class Exercise	In Class
16-Sep	1	Marketing Strategy: STP	Introduction to Marketing	Marketing at the time of a crisis	Basic Quantitative Analysis for Marketing; 584149-PDF-ENG	Marketing Math Exercises
23-Sep	2		Marketing Frameworks	Marketing Frameworks	Online Tutorial Customer Lifetime Value 7085-HTM-ENG	"Brand Activism: Nike and Colin Kaepernick." 519-046
30-Sep	3		Customer Analysis: STP	Segmentation and Targeting	Cialis: Case Questions	Product Team Cialis: Getting Ready to Market: 505038-PDF-ENG
7-Oct	4	Marketing Strategy: Toolkit	Marketing Research	Marketing Research	HBR: A Good Rivalry Can Elevate your Brand, H08V7D-PDF-ENG	Introducing New Coke, 500067-PDF-ENG
14-Oct	5		New Product Development	Demand Forecasting	Segmentation 7085-HTM-ENG	Metabical: Pricing, Packaging, and Demand Forecasting for a New Weight-Loss Drug, 4183-PDF-ENG
21-Oct	6	Tactical 4 Ps	Product Life Cycle	4Ps at different stages of the PLC	Positioning 8197-PDF-EN	
28-Oct	7		Positioning	Product Management	Metabical: Case Questions	Metabical: Positioning and Communications Strategy for a New Weight Loss Drug 4240-PDF-ENG
11-Nov	8		Pricing	Pricing	To Get People to Pay, Understand How They Think: The Psychology of Pricing, IIR191-PDF-ENG	In-Class Exercises
18-Nov	9		Sales Promotions	Price Promotions	"The Three Faces of Price Promotions: Economic, Informative and Affective," California Management Review, (2004), 46 (4), Summer, 1-19	In-Class Exercises
25-Nov	10		Sales and Distribution	Guest Lecture	Amazon Vs Walmart: Clash of Business Models, 001SMU-PDF-ENG	
2-Dec	11		Advertising	Advertising	Watch Ten Greatest Superbowl Ads	
9-Dec	12		Final Exam			

APPENDICES

APPENDIX A: PROFESSIONAL CLASS CONDUCT: 30% OF YOUR GRADE

Professionalism is one of the most important skills to be successful in your career. Your professionalism grade is based on three components: attendance, etiquette, and contribution.

Class Attendance

Class attendance is essential to your success in this course and is part of your grade. If you are not in class, you can neither learn the material in the course nor contribute to the benefit of our class. If you need to be absent please let your teaching assistant know.

Class Etiquette

Out of respect for our class, it is important for you to behave in a professional way for the entire class period. These are a few basic rules for professional classroom etiquette:

- Keep your video on
- Refrain from mobile and internet use during class unless I ask you to do so.
- Arrive to class on time and stay in class during its duration.
- Do not take breaks to go to the restroom during class, except during our 5 minute break.

Class Contribution

- I expect each class member to interact in every class
- While also encouraging their classmates to do so.
- Please raise your hand prior to speaking, so I may call on you.
- You will be evaluated on the quality (rather than the quantity) of your contributions to our class.

APPENDIX B

Course Reader Contents

1. Industry and Background Note: [Basic Quantitative Analysis for Marketing](#); Robert J. Dolan, Pub Date: May 24, 1984 (Revised: Sep 29, 1986); Product #: 584149-PDF-ENG; Price: \$4.25
2. Tutorial: [Online Tutorial: Customer Lifetime Value](#); Thomas Steenburgh, Jill Avery, Pub Date: Sep 19, 2014; Product #: 7085-HTM-ENG; Price: \$10.00
3. Case: Avery, Jill, and Koen Pauwels. "Brand Activism: Nike and Colin Kaepernick." Harvard Business School Case 519-046, December 2018. (Revised September 2019.)
4. Main Case: [Product Team Cialis: Getting Ready to Market](#); Elie Ofek; Pub Date: Oct 4, 2004 (Revised: Jul 28, 2010); Product #: 505038-PDF-ENG; Price: \$4.25

5. HBR Article: A Good Rivalry Can Elevate your brand, H08V7D-PDF-ENG
6. Case: *Introducing New Coke*, Susan Fournier; Product #: 500067-PDF-ENG
7. Core Curriculum Note: [Marketing Reading: Segmentation and Targeting](#); Sunil Gupta, Pub Date: Jun 27, 2014 (Revised: Dec 19, 2019); Product #: 8219-PDF-ENG; Price: \$7.95
8. Brief Case: [Metabical: Pricing, Packaging, and Demand Forecasting for a New Weight-Loss Drug](#), John A. Quelch, Heather Beckham, 4183-PDF-ENG
9. Brief Case: Metabical: Positioning and Communications Strategy for a New Weight Loss Drug (Brief Case); John A. Quelch, Heather Beckham; Pub Date: Jul 22, 2010; Product #: 4240-PDF-ENG; Price: \$4.25
10. Core Curriculum Note: [Marketing Reading: Brand Positioning](#); Jill Avery, Sunil Gupta, Pub Date: May 1, 2014; Product #: 8197-PDF-ENG; Price: \$7.95
11. Article: [Priya Raghubir, To Get People to Pay, Understand How They Think: The Psychology of Pricing](#), IIR191-PDF-ENG
12. Article: Raghubir, Priya, J. Jeffrey Inman, and Hans Grande (2004), "The Three Faces of Price Promotions: Economic, Informative and Affective," *California Management Review*, (Invited), 46 (4), Summer, 1-19.
13. Case: *Amazon Vs Walmart: Clash of Business Models*, 001SMU-PDF-ENG

Appendix C: Homework

Each Homework will be placed on Brightspace and you will answer them online.

1. **Homework 1** is based on: [Product Team Cialis: Getting Ready to Market](#); Elie Ofek; Pub Date: Oct 4, 2004 (Revised: Jul 28, 2010) **DUE: Sept 30**

Answer the following question: What are the most relevant dimensions along which to segment the patient market for ED treatment? Name at least three different dimensions, based on three different bases for segmentation.
2. **Homework 2** is based on: [Metabical: Positioning and Communications Strategy for a New Weight Loss Drug](#). **DUE: Oct 28**

Answer the following question: How should Metabical position itself to customers (given your choice of an ideal target market), and to doctors? Why?

APPENDIX D: CASE ANALYSIS GUIDE

How to analyze a case (Note, this is for your preparation of a case for class discussion; for Assignments you only need to answer the assignment questions that have been provided to you as they will be used as the basis for case discussion):

What's the problem? (Common marketing problems include: Should the firm enter or not enter a business area [go-no go decisions], choice of entering one area or another area (product decisions; market decisions), which (and how many) customer group(s) to target, how to retaliate against or attack competition (proactively/ defensively), how to position a brand, whether to conduct market research, and if so what type of research to conduct, how to allocate the budget between various promotional media or sales, decisions regarding changes or continuation in distribution channels, brand names, what price(s) to charge, what type of advertising to run, media decisions, etc.)

What are the decision alternatives? (These are usually implicitly or explicitly provided in the case, but you should feel free to go beyond those that are given)

What are the company's strengths and weaknesses? (Examples of areas that could be strengths or weaknesses include: brand name, customer franchise, costs of production, experience, suppliers, distribution channels, financials, technology, and operations etc.)

What are the environmental opportunities and threats? (These include changes in the overall environment such as changes in the economy, socio-political climate, customer demographics, government regulations, consumer attitudes, competitive environment, technology, globalization etc.)

How can one assess the pros and cons of each of the decision alternatives against the backdrop of company strengths/ environmental opportunities, keeping competitive considerations in mind? These include quantitative analyses such as short-term and long-term breakeven analysis, profitability of different decisions, and sensitivity of profitability to alternate scenarios depending on assumptions about unknown variables (e.g., market size); as well as qualitative analyses such as fit with the company strengths, fit with existing opportunities, likelihood of competitive retaliation etc.

THEN make a decision. (Justify it in terms of the analysis above – NOT the other way round). Ideally a chosen decision should be justified in terms of whether (and how) it leverages the company's strengths and environmental opportunities better than the other options available.

There are no right or wrong decisions, just incomplete or complete analyses.

APPENDIX E: NYU-STERN POLICIES

Policy on Student Accessibility

If you will require academic accommodation of any kind during this course, you must notify me at the beginning of the course and provide a letter from the Moses Center for Student Accessibility, 726 Broadway, 2nd Floor (212-998-4980, mosescsa@nyu.edu) verifying your registration and outlining the accommodations they recommend. If you will need to take an exam at the Moses Center for Student Accessibility, you must submit a completed Exam

Accommodations Form to them at least one week prior to the scheduled exam time to be guaranteed accommodation. For more information, visit the CSA website:

<https://www.nyu.edu/students/communities-and-groups/student-accessibility.html>

Name Pronunciation and Pronouns

Students taking Stern courses now have the ability to include their pronouns and name pronunciation in Albert. I encourage you to share your name pronunciation and preferred pronouns this way. Please utilize this link for additional information: [Pronouns & Name Pronunciation](#)

Religious Observances and other unique situations

NYU Stern is committed to ensuring an equitable educational experience for all students regardless of identity or religious/cultural background. The observance of religious and cultural holidays/traditions and the recognition of unique circumstances - such as serving as a caregiver - are important aspects of this commitment. Please review all class dates at the start of the semester and review all course requirements to identify any foreseeable conflicts with exams, course assignments, projects, or other items required for participation and attendance. Please contact me within the first two weeks of the class semester to discuss any potential conflicts.

GRADING POLICY

At NYU Stern, we strive to create courses that challenge students intellectually and that meet the Stern standards of academic excellence. To ensure fairness and clarity of grading, the Stern faculty have adopted a grading guideline for core courses with enrollments of more than 25 students in which approximately 35% of students will receive an “A” or “A-” grade. There are NO opportunities to improve your grade through work for extra credit.

ACADEMIC INTEGRITY

Our undergraduate [Academics Pillar](#) states that *we take pride in our well-rounded education and approach our academics with honesty and integrity*. Indeed, integrity is critical to all that we do here at NYU Stern. As members of our community, all students agree to abide by the [NYU Academic Integrity Policies](#) as well as the NYU Stern Student Code of Conduct, which includes a commitment to:

- Exercise integrity in all aspects of one's academic work including, but not limited to, the preparation and completion of exams, papers and all other course requirements by not engaging in any method or means that provides an unfair advantage.
- Clearly acknowledge the work and efforts of others when submitting written work as one's own. Ideas, data, direct quotations (which should be designated with quotation marks), paraphrasing, creative expression, or any other incorporation of the work of others should be fully referenced.

- Refrain from behaving in ways that knowingly support, assist, or in any way attempt to enable another person to engage in any violation of the Code of Conduct. Our support also includes reporting any observed violations of this Code of Conduct or other School and University policies that are deemed to adversely affect the NYU Stern community.

The Stern Code of Conduct and Judiciary Process applies to all students enrolled in Stern courses and can be found here: <https://www.stern.nyu.edu/uc/codeofconduct>.

To help ensure the integrity of our learning community, prose assignments you submit to NYU Brightspace will be submitted to Turnitin. Turnitin will compare your submission to a database of prior submissions to Turnitin, current and archived Web pages, periodicals, journals, and publications. Additionally, your document will become part of the Turnitin database.

GENERAL CONDUCT AND BEHAVIOR

Students are also expected to maintain and abide by the highest standards of professional conduct and behavior. Please familiarize yourself with Stern's Policy in Regard to In-Class Behavior & Expectations (<http://www.stern.nyu.edu/portal-partners/current-students/undergraduate/resources-policies/academic-policies/index.htm>) and the NYU Student Conduct Policy (<https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-student-conduct-policy.html>).

STUDENT WELLNESS

Our aim is for students to be as successful academically as they can, and to help them overcome any impediments to that. Bookmark the NYU Stern Well-being Resource Hub (<https://www.stern.nyu.edu/wellbeing>) for existing services at NYU and Stern covering a wide variety of topics including financial well-being, relationship well-being, mental well-being, and more. Any student who may be struggling and believes this may affect their performance in this course is urged to contact the Moses Center for Student Accessibility (see also the Student Accessibility section of this syllabus) at 212-998-4980 to discuss academic accommodations. If mental health assistance is needed, call the NYU's 24/7 Wellness Exchange hotline 212-443-9999. There are also drop in hours and appointments. Find out more at <http://www.nyu.edu/students/health-and-wellness/counseling-services.html>