Instructor: Dr. Fernando R. Jiménez  
Class Time: Wednesdays 8:00 – 10:50  
Phone: 747-7724  
Email: frjimenezarevalo@utep.edu  
Office: 212 COBA  
Office hours: By appointment

Course Description
The purpose of this course is to introduce Ph.D. students to academic scholarship, philosophy of science, and marketing thought. This course covers the basics of theory development and validation for business school Ph.D. students. Along the way, we discuss issues in the philosophy of science. The course is also designed to provide familiarity with the major journals in the discipline and the nature of scholarly articles. The course also covers a critical examination of historical concepts and theories in marketing and management.

Course Objectives
The primary objective of this course is to become familiar with the domain of marketing, its theoretical development, and gain an in-depth understanding of the fundamental theoretical and empirical elements founding the field of marketing. Within this domain, specific key objectives include:

1. Gaining an appreciation for the nature and purpose of a Ph.D. program in marketing.
2. Gaining a respect for the breadth of the field of marketing.
3. Becoming familiar with the major journals in the discipline.
4. Understanding the nature and purpose of scholarly articles.
5. Developing an appreciation for the historical development of marketing thought.
6. Gaining an understanding and appreciation of how our personal world views and various philosophies of science are related and influence our approach to conceptualizing and conducting research in marketing.
7. Developing the ability to advance the field of marketing through theoretical development.
8. Developing the ability of thoughtful evaluation and critical analysis of research in marketing.

Recommended Readings
Seminar Structure
The seminar is structured to consist of four key elements: (1) introduction to marketing scholarship, (3) foundations of philosophy of science, (4) foundations of marketing and marketing thought, (5) understanding and developing theoretical contributions; and (6) becoming familiar with theoretical streams of research in marketing. To facilitate the integration of these elements, they will be intermixed throughout the semester.

In terms of the daily structure, the seminar will be discussion based, where the students take the lead role in a discovery-oriented approach to learning. To facilitate discussion, students are expected to have carefully read each assigned reading and actively engage in discussion during each weekly meeting. Students are expected to read each article carefully, think about the major issues involved, consider the relationships among the articles, and think of ways to extend the research/topic.

Course Requirements

Grading
These components will determine your seminar grade.

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Class participation</td>
<td>30%</td>
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<tr>
<td>Reading Summaries</td>
<td>10%</td>
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<tr>
<td>Research Idea</td>
<td>10%</td>
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<tr>
<td>Literature Review</td>
<td>10%</td>
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<tr>
<td>Theory and hypotheses</td>
<td>10%</td>
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<tr>
<td>Research paper</td>
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Class participation
Students are expected to actively participate in the discussion each week. To accomplish this, students must be ready, willing and able to discuss readings. Successful participation requires diligent preparation. It takes more than a quick reading of an article or book chapter to be prepared to discuss it. Each student will be assigned one or more sessions to lead the discussion. This typically involves preparing discussion questions in advance to guide student preparation for the session as well as actually leading the discussion during the class period.

Reading Summaries
Students will be assigned to read book chapters, conceptual papers, as well as empirical papers throughout the course. Each student is expected to summarize each article in ONE front page. Front and back summaries will not be graded. Each summary should contain: (1) Citation (JM style), (2) location of authors (e.g., North America, Europe, Asia), (3) primary theory base underlying conceptual development, (4) hypotheses, (5) number of empirical studies reported in article, (6) primary methods used for data analysis (e.g., experiment, survey, qualitative interviews, modeling of secondary data), (7) number of data sources per study (e.g., a study based solely on data collected via a single survey from a single group of respondents has one data source; a study that matched responses from one group of respondents with objective data or data collected from another respondent would have two data sources), (8) statistical technique used, and (9) major findings. Students must turn in a hard copy of their own work at the beginning of each session.
Research Idea

Over the course of the semester each student is required to develop a scholarly research project culminating in a research model and hypotheses (no data) based on one or more theoretical perspectives. This is to be a “new-to-the-world” project based on your own efforts, although I will provide feedback and input along the way. The first step in this process is to write a short idea paper that provides background about the phenomenon to be investigated. The focus of this paper is to understand, what is the phenomenon of interest (i.e., context, real life example)? What is the dependent variable? How is the DV defined? Why is the DV important to business? Why is the DV in the domain of marketing? This paper is to be no longer than six pages long (12 pt. Times New Roman, 1-inch margins, double-spaced) plus references and appendix. The idea must be formally presented in class, in a typical national conference format (15 minutes, power point). Although you will receive a grade on the initial idea paper that is submitted, this process is not complete until we agree on a reasonable direction for the project. This may require multiple iterations on the idea paper until we reach that point.

Literature Review

From the idea paper, each student must conduct a literature review discussing what is known about the DV. The paper must include: definition, measurement, antecedents, consequences, moderators, mediators, and a section discussing several theories explaining the DV. The student must turn in a manuscript, in journal format. Most conferences (and some journals) have a 20-page limit for paper submissions (all-inclusive); we will adopt that standard. All papers must abide the formatting of the Journal of Marketing (in-text citations, tables, references, etc.).

Theory - Hypotheses

From the literature review, each student must select a theoretical approach explaining the DV. The theory-hypotheses paper should briefly describe the chosen theory, that is, its constructs and their relationships. The paper should include a section called “Theoretical background” that briefly describes the origins and evolution of the theory (boundaries, moderators, mediators, etc.). The student must demonstrate that she/he is an expert on the theory, that she/he knows its application to business situations, and its boundaries. The paper should conclude by identifying a research gap (e.g., a missing moderator, a missing mediator) and propose testable hypotheses. This paper is to be no longer than eight typed pages (12 pt. Times New Roman, 1-inch margins, double-spaced) plus references and appendix. The paper must be formally presented in class, in a typical national conference format (15 minutes, power point).

Research Paper

At the end of the semester, each student will turn in a manuscript, in journal format (i.e., JM, JMR, JCR or MKS), of the quality to be a credible submission to a national conference. This manuscript will be the fully-developed version of previous assignments, and will include an introduction (for positioning the project), a thorough literature review, a theory section, and a section discussing hypothesis development. Although students are not required to detail the
methods to be used to collect data, I expect students to take operational considerations into account to develop models and/or hypotheses (i.e., there is little point in developing a model that ultimately cannot be operationalized). Most conferences (and some journals) have a 20-page limit for paper submissions (inclusive of everything); we will adopt that standard. All papers must abide the formatting style of JM (in-text citations, tables, references, etc.).

The minimum expected outcome from this process is a paper that is appropriate for submission to a national academic conference. The more important outcome, however, is the foundation of a research project that can be submitted to an academic journal within a year following the conclusion of the course.

The paper must be formally presented in class, in a typical national conference format (15 minutes, power point).

Special Note

The research process is a dynamic one, as such new articles appropriate to the topics to be covered may be incorporated into the reading list as they become available. If so, appropriate restructuring of our regular discussion schedule will take place. Lastly, circumstances may require me to modify this syllabus during the semester. Announcements pertaining to changes will be made in class.

Academic Honesty

Academic dishonesty is not condoned nor tolerated at UTEP or in this class. Such dishonesty, when evidenced, will be reported to the Student Judicial Affairs Office at UTEP. Read UTEP’s website for more information about sanctions. Academic dishonesty is behavior in which a deliberately fraudulent misrepresentation is employed in an attempt to gain undeserved intellectual credit, either for oneself or for another. It includes, but is not necessarily limited to, the following types of cases: Plagiarism - The representation of someone else's ideas as if they are one's own. Unauthorized Collaboration on Out-of-Class Projects - The representation of work as solely one's own when in fact it is the result of a joint effort; Cheating on Exams - The covert gathering of information from other students, the use of unauthorized notes, unauthorized aids, etc.; and Knowing Cooperation with Another Person in an Academically Dishonest Undertaking - Failure by a student to prevent misuse of his/her work by others.

Accommodations for Students with Disabilities

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.
Tentative Schedule and Reading List

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<th>Topics/Readings</th>
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<tr>
<td>01/17</td>
<td>Introduction to Marketing Academia</td>
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What does it take to become a scholar?


What are the objectives of Ph.D. students?


What is tenure and promotion (T&P)?


Planning your career and the research process

How to plan your career?

In-class exercises:
- Prepare your CV
- Application Packet
- Execution Timeline
- Professional Organizations (e.g., DocSIG)
- What are the resources available to you at UTEP?

What are the job opportunities for Ph.D. graduates?

Look at the Who Went Where survey 2016, and write down five take-away points.

Getting to know academic articles

Research question
Relevance
Contribution
Theory
Hypotheses
Method
Implications

Additional assignments

- Bring a CV from a well-known marketing scholar.
- Look at the scholar’s career path. In one page, answer: what made her/him successful?
- Bring a “job application packet” from a Ph.D. student that is currently in the job market.
- Identify the top three marketing journals and bring an empirical article from each one.
- Understanding the job market. Watch: [https://cc.readytalk.com/cc/playback/Playback.do?id=27t8g2](https://cc.readytalk.com/cc/playback/Playback.do?id=27t8g2)
- Read [https://www.ama.org/career/AcademicCareers/Pages/AMA-Transitions-Guide-Navigating-the-Progression-from-Doctoral-Student-to-Marketing-Professor.aspx](https://www.ama.org/career/AcademicCareers/Pages/AMA-Transitions-Guide-Navigating-the-Progression-from-Doctoral-Student-to-Marketing-Professor.aspx)
The nature and scope of marketing

What is the domain of marketing (DV)?


Hunt (2010), Chapter 1, “Introduction”


What are the major fields of marketing (DV)?


Additional Assignments for this week
On their websites, read the scope of three major marketing journals. Bring a list of the most common dependent variables they investigate (domain, scope).

Check major journals at: [http://www.ams-web.org/displaycommon.cfm?an=1&subarticlenbr=10](http://www.ams-web.org/displaycommon.cfm?an=1&subarticlenbr=10)

And search for impact factor in InCites Journal Citation Reports: [https://jcr.incites.thomsonreuters.com/JCRJournalHomeAction.action?SID=B2-P6VHBFpibLU0MeUM1Upgls1kjm-aM0a-18x2dc3Posby7Y4leA24DqhpckAx3Dx3DloRaabHex2FUsgj7g9PksZQx3Dx3D-yiHxxh55B2RtQWBj2LEuawx3Dx3D-1iOubBm4x2FSwJjjKtx2F7lAAQx3Dx3D&SrcApp=IC2LS&Init=Yes](https://jcr.incites.thomsonreuters.com/JCRJournalHomeAction.action?SID=B2-P6VHBFpibLU0MeUM1Upgls1kjm-aM0a-18x2dc3Posby7Y4leA24DqhpckAx3Dx3DloRaabHex2FUsgj7g9PksZQx3Dx3D-yiHxxh55B2RtQWBj2LEuawx3Dx3D-1iOubBm4x2FSwJjjKtx2F7lAAQx3Dx3D&SrcApp=IC2LS&Init=Yes)

Bring the list of research priorities published by the Marketing Science Institute (MSI).
Ask three different professors in your department:
- What are the main dependent variables in your research?
- Why are those variables important?
- What are the three top journals in your area?
- What are the main academic conferences in your area?
- What are the main fields in your discipline?

Supplemental Reading


**What is an academic contribution?**


*Supplemental Readings*


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<tr>
<th>Week 5</th>
<th>What is (not) a theoretical contribution?</th>
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Campbell (1990), “The role of theory in industrial and organizational psychology,” read 64-68.


**Supplemental Readings**


Week 6
Research Idea Due / Presentation
02/21

What is the dependent variable (definition, examples)?
Who cares? Why is the dependent variable important?
How is this marketing?
Which marketing journal(s) publish research in this domain?
Which marketing academic conferences are adequate for this investigation?

Explanation and prediction
Academy of Management Review, 14 (4), 490-495.


Week 7
What is a good explanation? - part 1
02/28

Hunt (2010), Chapter 4, “Explanation: Issues and Aspects”

Week 8
What is good explanation? – part 2
03/07

Hunt (2010), Chapter 7, “The Morphology of Theory”
Hunt (2010), Chapter 8, “Theory: Issues and Aspects”

Week 9
From curiosity to academic research
03/21

GMIM (2005), Chapter 1, “The Process of Developing Management Theory,”
Hitt and Smith
GMIM (2005), Chapter 14, “Where Does Inequality Come From? The Personal and Intellectual Roots of Resource-Based Theory,” Barney

Assignment: Do a summary of an empirical article that utilizes one of these theories (expectancy, RB theory and TCE). Bring the summarized article to class, too.
Week 10  
**Literature review Due / Presentations**

03/28  
What do we know about the DV?  
What are the theoretical lenses explaining the DV?  
Major antecedents, consequences, moderators, mediators?  

**Finding a research gap / unexplained variance**  
Huff (2009), Chapter 1, “Finding the Right Conversation”  
Huff (2009), Chapter 2, “Criteria for Contribution”  
Huff (2009), Chapter 3, “Theoretic Explanation”

**Assignment:** Identify three recent articles from JM in your topic of interest.  
Analyze how the introductions were written. What is the pattern?

Week 11  
**Theory Development**  

04/04  
What are the components of a nomological network?  


What is the process of theory building?  


**Assignment:** Find and summarize a recent article from JM that tests a theoretical model. Bring the summary and the article to class.

*Supplemental reading:*


**Week 12**  
04/11  
**Tips for Publishing Academic Articles**


**Theory - Hypothesis**

**Assignment:** Find and summarize a recent article from JM and identify the hypotheses. Bring the summary and the article to class. Pay attention on how the theory leads to the hypotheses.

**Week 13**  
04/18  
**Theory and hypotheses paper due / presentation due**

**Week 14**  
04/25  
**Approaches to knowledge creation / Foundations of Philosophy of Science**

Hunt (2003), Chapter 1, “Introduction”

Hunt (2003), Chapter 2.

Hunt (2003), Chapter 3, “The Development of the Philosophy of Science Discipline: From Classical Realism to Logical Empiricism”

Guba and Lincoln (2005), “Paradigmatic Controversies, Contradictions, and Emerging Confluences.”

**Assignment:** Research what is TCR? CCT?

**Supplemental Reading:**


**Week 15**  
05/02  
**Towards a General Theory of Marketing**  


**Week 16**  
05/9  
**FINAL PAPER PRESENTATIONS AND SEMINAR PAPERS DUE**