COURSE DESCRIPTION

This is a Ph.D. seminar in the field of strategic management research with an international emphasis. It has the following objectives:

a) To introduce you to the basic theoretical and empirical traditions of the field of strategy research.

b) To expose you to current research in specific streams within the field.

c) To help you develop the skills necessary to evaluate and contribute to the field.

COURSE REQUIREMENTS

Read all the ‘assigned readings’ for each session and be prepared to actively participate in discussions. The ‘additional readings’ listed in the Appendix will not be discussed in class. They either constitute additional foundational research or recent advances. They may be useful for the term paper or future research.

(1) Critical summaries

Critical thinking is an intrinsic part of the research process. Beginning on Session 2, you will be assigned a specific paper each class on which you will lead the discussion. A critical summary of it will be required. In addition to fostering critical thinking, summaries can be a good aid for your comprehensive exams for future reference. Each summary should be 2 pages maximum, single-spaced, in Times New Roman font size 12, and with 1-inch margins. The summary should include the following sections (sections c and d do not apply to theoretical papers):

a) The research question the paper addresses.

b) Hypotheses and the key theoretical argument supporting each of them (about 1 sentence each).

c) Sample characteristics (one sentence).

d) Methodology (operationalization of key variables, data sources, and modeling specification(s)).

e) Summary of results (i.e. whether hypotheses were supported or not, use abbreviations for the hypotheses).
f) The paper’s major strengths and limitations. *Push to identify limitations beyond those discussed by the authors.*

g) The contribution it makes to the field, and a couple of major obvious and non-obvious links to the other pieces read that day or earlier in the seminar.

h) One interesting and researchable question derived from it.

You are required to present your assigned summary in class for about 10 to 15 minutes. This will followed by discussion with the other students and myself. *Readings marked with an asterisk in the schedule will not be summarized. Please bring paper summaries for all.*

2) Integration

Integrative thinking is also central to the research process. Therefore one student will perform the role of ‘integrator’ in each session. The integrations will be discussed after the summary presentations. *Please bring integrations for all.* The integration should include the following:

a) An illustration of how the assigned readings are linked to each other. Compare and contrast the papers.

b) The main research question(s) answered by the papers.

c) The answers the papers provide to the questions.

d) Future research pointed out by the papers and the gaps you identify.

e) Links to other sessions.

Each integration should be 3 pages maximum, single-spaced, in Times New Roman font size 12, and with 1-inch margins.

I encourage you to also try to develop your own integration for those sessions in which you do not have to formally submit one. This can help you in your preparation for the comprehensive exam.

*If you want feedback before you present your integration, email it to me by Thursday morning the week before you present it. I have office hours on Thursday afternoons to discuss it.*

3) Class participation

Being a researcher also requires carrying out dialogue in both written and oral forms. It is therefore important to learn to express your ideas and opinions clearly.

4) Final paper

Finally, to learn the craft of writing research, you are required to develop a final paper. *You should aim to eventually submit your paper to a major academic conference.* It should be between 15 and 20 pages long (excluding cover page, abstract page and references), double-spaced, in Times New Roman font size 12, and 1-inch margins. It should lay out, at least, a research question based on a gap you have identified in the literature, have a sound theoretical development leading to prediction(s), and describe the methodology for testing (identify clearly
what type of data would be needed and explain how it would be collected). I recommend reading some of the recent additional readings in the topic of your paper listed here. *Feel free to discuss the paper with me over the term. You will present your paper in the last session on December 5. Papers are due by 5:00 p.m. on December 4 on Blackboard. I will send you the information for the submission to Blackboard in advance.*

**GRADING**

Evaluation will be based following weights:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Critical summaries</td>
<td>25%</td>
</tr>
<tr>
<td>Integrations</td>
<td>20%</td>
</tr>
<tr>
<td>Class participation</td>
<td>25%</td>
</tr>
<tr>
<td>Final paper</td>
<td>30%</td>
</tr>
</tbody>
</table>

**ACADEMIC HONESTY**

Scholastic dishonesty implies severe consequences:

“Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (UTEP’s Handbook of Operating Procedures available at [http://admin.utep.edu/Default.aspx?tabid=73922](http://admin.utep.edu/Default.aspx?tabid=73922))

Please note the following regarding plagiarism:

- When you use others’ ideas be sure to cite them.
- For guidance on what constitutes plagiarism go to: [http://www.plagiarism.org/](http://www.plagiarism.org/)
- Let me know if you have any questions regarding plagiarism.
- *If plagiarism is suspected, the case will be forwarded to the Office of the Dean of Students.*

**IMPORTANT NOTICE: THE CONTENT IN THIS SYLLABUS MAY BE SUBJECT TO CHANGE.**
August 29: Session 1
Introduction


“Traditional” IO:


IO:


September 12: Session 3  
Resource Based View (I)


September 19: Session 4
Resource Based View (II)


October 3: Session 6
Coasian view of the Firm and its Extensions (II)


October 10: Session 7
Schumpeterian and Evolutionary Views


Sarath Balachandran and Exequiel Hernandez (forthcoming), Networks and Innovation: Accounting for Structural and Institutional Sources of Recombination in Brokerage Triads. *Organization Science*. 


October 31: Session 10
The Multi-Business Firm


November 7: Session 11
Mergers and Acquisitions


November 14: Session 12
Alliances


November 21: Session 13
Geography and Firm Strategies


November 28: Session 14  
International Expansion


December 5: Session 15
Presentations
APPENDIX
ADDITIONAL READINGS

Session 1 - Introduction

Theory:


Methods:


*For additional papers on microfoundations in strategy research see the 2014 Virtual Special Issue from Strategic Management Journal.*

**Session 2 - Industrial Organization**


**Sessions 3 and 4 - Resource-Based View**


**Session 5 - Coasian View of the Firm and Its Extensions (I)**


**Session 6 - Coasian View of the Firm and Its Extensions (II)**


Session 7 - Schumpeterian and Evolutionary Views


**Session 8 - Networks**


**Session 9 – Firm Search**


**Session 10 - The Multi-Business Firm**


**Session 11 - Mergers and Acquisitions**


**Session 12 - Alliances**


**Session 13 - Geography and Firm Strategies**


**Session 14 - International Expansion**


