

MKTG 8217
Theory Construction & Evaluation
Fall, 2010
(W), 1:00 – 4:00pm, BB 368

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Texts: Hunt, Shelby D. (1991). Modern Marketing Theory: Critical Issues in the Philosophy of Marketing Science. (Cincinnati, OH: Southwestern Publishing Co.).
[Note: this book is out-of-print. With the author's permission, a copy of the assigned book chapters will be made available to students.]

Prerequisites:

Doctoral student classification

Course Perspective:

This is a doctoral-level course designed to help each student develop and evaluate theory as a preliminary step to a career involving teaching; conducting research; and engaging in publication activities as a professor. The course uses a seminar format with primary emphasis on the in-depth discussion of material assigned for reading. Preparation for each class will entail considerable reading and thinking about the relevant topics for discussion. Because many of the topics discussed in this course are subjective in nature, group consensus regarding these topics is neither expected nor desired. It is **very important** that all participants read and think about the assignment materials prior to each seminar session. All participants are **expected** to contribute their ideas, insights, and critiques to each session. Students who do not participate will be specifically asked to join in and contribute. To develop as a scholar, you **must** be able to communicate your ideas and assimilate new information from discussion.

Course Objectives:

The basic objectives of this course are:

- a. Review the basic tenets of philosophy of science as they relate to theory generation and testing.
- b. Examine the development of relevant theory in your discipline.
- c. Present critiques of the dominant theoretical perspectives on topics of your choosing from your discipline.
- d. Develop an appreciation for the accepted (and/or debated) boundaries of your relevant discipline.
- e. Provide the foundation and opportunity for each student to develop a theoretical paper that deals with a functional area or controversial theoretical issue in your relevant discipline.

Course Requirements:

- a. Read textbook chapters and assigned readings prior to class meetings and be prepared to participate in class discussions.
- b. Prepare for and complete the mid-term examination.
- c. Prepare and present a critique of two (2) empirical research articles from your chosen discipline. Your choice of articles must be approved by the course instructor no later than **1 week (7 days)** prior to the presentation of your critique in class. The student is also responsible for delivering an electronic copy of the selected article to the professor at that time (or a hard copy if the electronic version is unavailable). All papers being critiqued will be made available to the class for review prior to your presentation.

The focus of these critiques should be on the conceptual development and theoretical justification for the research questions addressed by the study. The methodological short-comings of the research study **should not be** the primary emphasis of your critique. You are trying to answer the questions:

- What is (are) the research question(s) addressed by this study?
- Why is (are) the research question(s) addressed by this study important?
- What should the reader expect the empirical outcome to be?
- Why should the reader expect the predicted outcome?
- What do the results tell us about our knowledge on this topic that is useful?

Students will be asked to make a brief (i.e., 15 min.) presentation of their article critique in class. The order of student presentations will be determined through random assignment. Each student will be asked to critique and present their evaluation of two (2) published empirical articles from their chosen discipline during the semester (see schedule below).

- d. Students will be formed into teams of two (2) students each and asked to prepare a report identifying and validating the presence of a minimum of at least three (3) lawlike generalizations in their discipline. Hunt's criteria for lawlike generalizations should be used as the benchmark for evaluation of the common empirical regularities appearing in the team's chosen discipline. The available empirical evidence used to support the claims of a discipline's lawlike generalizations should be reviewed and a determination of a level of consensus across research studies for the lawlike generalization evaluated.

Student teams will be asked to prepare a report and a presentation to make to the class at the end of the semester (see schedule below). Student teams will be formed during the second class meeting (9/08) and teams will be asked to pick their target discipline and report that choice to the course instructor by 9/15.

- e. Individually choose a functional area of interest in your discipline (e.g., sales management, service quality, health care marketing, customer loyalty, etc.); identify an important (i.e., publishable) empirical question/issue in your discipline; critically analyze the available theoretical frameworks that could be used to address that question; summarize your analysis and conclusions in a paper; and present that paper to the class. The paper should include:
- A clear explanation of the research question/issue you are addressing;
 - A description of the theoretical frameworks that have been used or can be used to address the question/issue you have chosen;
 - The assumptions underlying each of the theoretical frameworks you discuss; and
 - Your conclusions about the best conceptual approach to use in studying your chosen empirical question and the justifications for that choice.

Each student must submit a prospectus to the course instructor by 11/03 (see schedule). This prospectus should include:

- a) A brief description of the research question/issue chosen for the paper;
- b) A discussion of the implications of solutions to this particular research question (i.e., So what?); and
- c) A brief explanation of the available theoretical frameworks for addressing your chosen question/issue.

Students should be prepared to discuss their submitted prospectus on class on 11/03. Your completed paper is due on **December 15th** in class.

Grade Determination:

Evaluation measures for the course will be weighted as follows:

Midterm exam	20%
Article critiques (2 critiques)	15%
Team exercise	25%
Individual conceptual paper	30%
Class participation	10%
Total:	100%

Course grades will be assigned using the university +/- grading system.

Course Administration:

The course syllabus and lecture notes/slides will be made available through the University elearn course management system at: <http://elearn.memphis.edu> . The assigned reading material will be available on the University umdrive site at: <http://umdrive.memphis.edu/dsherrll/public> .

MKTG 8217 – Fall 2010 Class Schedule

Class

#	Date	Assignment
1	9/01	Course introduction
2	9/08	Hunt, <i>Modern Theory</i> , Ch. 1-3; assigned articles (<i>student teams formed</i>)
3	9/15	Hunt, <i>Modern Theory</i> , Ch. 4 & 5; assigned articles (<i>team's choice of discipline submitted</i>)
4	9/22	Hunt, <i>Modern Theory</i> , Ch. 6 & 7; assigned articles
5	9/29	Assigned articles
6	10/06	Article (A) critiques ^A
7	10/13	Article (A) critiques ^A
8	10/20	Exam I (Hunt (1-7) + assigned articles
9	10/27	Assigned articles
10	11/03	Assigned articles; Prospectus for individual paper due in class
11	11/10	Article (B) critiques ^A
12	11/17	Article (B) critiques ^A
13	11/24	Work shop on individual student papers
14	12/01	Team Exercise Presentations ^{A,B}
15	12/08	Team Exercise Presentations ^{A,B} Exercise reports due in class
16	12/15	Final exam - Individual papers due in class; (W; 1:00-3:00pm; FCB 368)

^A Student presentation order will be determined by random assignment.

^B Two (2) student teams will be formed to complete the team exercise (see description above)

Reading list*

Fall, 2010

Class 1 – 9/01

Introduction

Class 2 – 9/08

Hunt, *Modern Theory*, Ch. 1 -3 (handed out in class)

Kerlinger & Lee (2000), *Foundations of Behavioral Research*, 4th ed., Ch. 1 – 3 (handed out in class)

Bacharach, Samuel B. (1989), “Organizational Theories: Some Criteria for Evaluation,” *Academy of Management Review*, 14 (4), 496-515. (pdf file)

Class 3 – 9/15

Hunt, *Modern Theory*, Ch. 4 & 5

Platt, John R. (1964), “Strong Inference,” *Science*, 146 (October), 347-353. (pdf file)

Sutton, Robert I. and Barry M. Staw (1995), “What Theory is *Not*,” *Administrative Science Quarterly*, 40 (September), 371-384. (pdf file)

Swan, John E. and Warren S. Martin (1994), “The Theory-Setting-Testable Hypothesis Model: A Framework to Assist Doctoral Students in Linking Theory and Empirical Research,” *Marketing Education Review*, 4 (Fall), 2-15. (pdf file)

Whetten, David A. (1989), “What Constitutes a Theoretical Contribution?” *Academy of Management Review*, 14 (4), 490-495. (pdf file)

Class 4 – 9/22

Hunt, *Modern Theory*, Ch. 6 & 7

Kerlinger & Lee (2000), *Foundations of Behavioral Research*, 4th ed., Ch. 26-28 (handed out in class)

Churchill, Gilbert A. (1979), “A Paradigm for Developing Better Measures of Marketing Constructs,” *Journal of Marketing Research*, XVI (February), 64-73. (pdf file)

Kerin, Roger A. and Raj Sethuraman (1999), “Revisiting Marketing’s Lawlike Generalizations?: A Comment,” *Journal of the Academy of Marketing Science*, 27 (1), 101-104.

Peter, J. Paul (1981), “Construct Validity: A Review of Basic Issues and Marketing Practices,” *Journal of Marketing Research*, 18 (May), 133-145. (pdf file)

Sheth, Jagdish N. and Rajendra S. Sisodia (1999), “Revisiting Marketing’s Lawlike Generalizations,” *Journal of the Academy of Marketing Science*, 27 (1), 71-87. (pdf file)

Class 5 – 9/29

Ancona, Deborah G., Gerardo A. Okhuysen, and Leslie A. Perlow (2001), “Taking Time to Integrate Temporal Research,” *Academy of Management Review*, 26 (4), 512-529. (pdf file)

Christenson, Charles (1983), “The Methodology of Positive Accounting,” *The Accounting Review*, LVIII (1), 1-22. (pdf file)

Gregor, Shirley (2006), “The Nature of Theory in Information Systems,” *MIS Quarterly*, 30 (3), 611-642. (pdf file)

Law, Kenneth S., Chi-Sum Wong, and William H. Mobley (1998), “Toward a Taxonomy of Multidimensional Constructs,” *Academy of Management Review*, 23 (4), 741-755. (pdf file)

Mitchell, Terence A. and Lawrence R. James (2001), “Building Better Theory: Time and the Specification of When Things Happen,” *Academy of Management Review*, 26 (4), 500-547. (pdf file)

Class 6 – 10/06

Individual article critiques

Class 7 – 10/13

Individual article critiques

Class 8 - 10/20

Exam I (Hunt (1-7) + assigned articles

Class 9 – 10/27

Daft, Richard L. (1985), “Why I Recommended that Your Manuscript be Rejected and What You can Do about It”, in *Publishing in the Organizational Sciences*, L. L. Cummings and Peter J. Frost, eds., (Homewood, IL: Richard D. Irwin, Inc.), 193-209. (handed out in class)

Harrison, David (2002), “Obligations and Obfuscations in the Review Process,” *Academy of Management Journal*, 45 (6), 1079-1084.

Ladik, Daniel M. and David W. Stewart (2008), “The Contribution Continuum,” *Journal of the Academy of Marketing Science*, 36, 157-165. (pdf file)

MacKenzie, Scott B. (2003), “The Dangers of Poor Conceptualization,” *Journal of the Academy of Marketing Science*, 31 (3), 323-326. (pdf file)

Peter, J. Paul and Jerry C. Olson (1983), “Is Science Marketing?” *Journal of Marketing*, 47 (Fall), 111-125. (pdf file)

Smith, Daniel C. (2003), “The Importance and Challenges of Being Interesting,” *Journal of the Academy of Marketing Science*, 31 (3), 319-322. (pdf file)

Voss, Glenn B. (2003), "Formulating Interesting Research Questions," *Journal of the Academy of Marketing Science*, 31 (3), 356-359. (pdf file)

Summers, John O. (2001), "Guidelines for Conducting Research and Publishing in Marketing: From Conceptualization Through the Review Process," *Journal of the Academy of Marketing Science*, 29 (4), 405-415. (pdf file)

Class 10 – 11/03

Completion of assigned articles; Discussion of individual prospectus papers in class

Class 11 – 11/10

Individual article critiques

Class 12 – 11/17

Individual article critiques

Class 13 – 11/24

Individual paper workshop

Class 14 – 12/01

Team Exercise presentations

Class 15 – 12/08

Team Exercise presentations; **Team Exercise reports due in class**

12/15 (W) - Final Exam (1:00-3:00pm, BB 368); Individual papers due in class

*Note: The majority of assigned reading material will be available in .pdf format on umdrive. Some material will be handed out in hard copy form in class