

**Zicklin School of Business
Baruch College/CUNY**

**MKT 88800: MARKETING THEORY
(DOCTORAL PROSEMINAR IN MARKETING)**

Fall 2018

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COURSE OBJECTIVES

The objectives of this course are:

1. To theoretically and experientially introduce you to the academic research process, from inception to publication. This includes exposure to the relevant practices, processes, and intellectual and scholarly skills necessary for success in academia and in marketing.
2. To socialize you into the process of developing research ideas, undertaking original research, and publishing articles based on the research. More specifically, to stimulate the development of ideas for summer research projects, joint work with faculty, and dissertations.

COURSE STRUCTURE

The course consists of a variety of tools and perspectives to help you to focus on the research process and to stimulate your understanding of your role within it. Your preparation for class will involve reading, with a critical eye, all assigned papers. It will also involve coming up with original, researchable ideas grounded in sound theoretical thinking. The course is structured in terms of the field but is also organic because the field itself is a moving target, as much a process as a static, closed system. In a related sense, the class very much possesses the workbench quality of a workshop in which the professor and students engage in an ongoing process of co-creation and collaborative thinking. **Reflecting our own engagement with this dynamic, we necessarily take a contingent approach and students are responsible for keeping up with any changes in the course such as additional readings, speakers, etc.**

REQUIREMENTS

1. *Class participation (20%).*

You are expected to be active participants during each session, drawing on your understanding and critical assessment of the assigned reading to provide insights into the theoretical and

methodological approaches used and identify interesting, important research questions that merit future research. This requires active preparation on your part prior to each class session. When you read each article, make sure that you understand the boundaries, i.e., what are the questions that the article seeks to address and, more importantly, what questions remain unanswered. Also, please pay specific attention to the methodologies employed by the empirical articles in addressing their research objectives. Come to class with your own ideas on each topic.

Each week except the first, students will prepare 2-3 key questions they would like to see discussed concerning the day's readings and why. They can actually be in the form of questions or statements which seek to develop what the issues are and what is interesting or important about the readings, as well as anything that might be critiqued. These will be emailed to myself before the start of class and will be read in class to help generate the discussion. The quality of questions along with classroom discussion will determine grades in this aspect.

2. Research Proposals including presentations (80%).

You are required to develop three research ideas during the course of the semester. Each idea will be written up in the form of a brief research proposal (5 -10 pages). Two will be shorter and be worth 20% each while the main research proposal will be worth 40%. Presentations for each paper will be integrated into the score for each proposal. Each proposal needs to convey a clear sense of the idea and why it is important and interesting. It also needs to be grounded in one or more relevant research streams. These streams may correspond to those presented by one or more faculty members and/or can be areas that you have discovered in articulating and developing your idea. Finally, your proposal needs to provide some preliminary sense of how you might go about examining the research questions. Thus, each proposal will contain a general introduction to the marketing/consumer domain of interest, a statement of the research problem or question (including a clear sense of why this is important/interesting), a brief review of the relevant literatures culminating in one or more basic propositions you seek to investigate, and a preliminary outline of how these propositions might be investigated. Develop a research proposal in any area you are interested in complete with literature review, method and plan of study. The completed project will be due the last day of class. Follow *JCR* or other relevant journal research format.

Regarding the Main Research Proposal (40%): Develop a research proposal in any area you are interested in complete with lit review, method and plan of study. Further in this case, an empirical study with data collection, analysis and interpretation will be included. On the final day of class (December 11), you will present your proposal in class. The written paper will be due on December 20th. Follow *JCR* or other relevant journal research format.

SOME TIPS ON WRITING A RESEARCH PROPOSAL

Introduction

Positioning

Importance - big picture - knowing the literature and important issues
 State purpose early and often
 Issue in marketing/conceptual issue/combination of the two
Not no one has studied this (as the main reason)

Overview of the paper

Literature Review and Hypotheses

Use only what you need for the case at hand
 Use subheadings and overviews of coming points - try to have a logical flow
 Summarize main points you want the reader to get
 Hypotheses - explicit or not?

Method

Overview
 Sections - see marketing journals
 Subjects, Design, Procedure, Measures, Data, Analyses

References

Pick a style and stick with it

<i>lass</i>	<i>Date</i>	<i>Topic</i>	<i>Additional Aspects</i>
1	Aug 28	Course Introduction Discussion of Experimental Research, Science and Ethics333	Research ideas stemming from examples given in class to be written up and presented in the next class
3333 3333 332	Sept 4	Theory Issues 1 Integrative perspective on consumer's being (from biological to cultural) and related issues of epigenetics, genetics, agency and responsibility Cacioppo et al. (2000), Giesler & Veresiu (2014), Vears, Danya F., and Flavio D'Abramo (2018), Simonson and Sela (2008)	Written papers and presentations of ideas from prior week Written questions for the current readings.
3	Sept 11	No class – holiday	Work on idea papers

4	Sept 18	No class – holiday	Work on idea papers
5	Sept 25	Theory Issues 2 Different types of knowledge Kivetz et al. (2008), Chris Janiszewski et al. (2016), Aresel (2017) discussions leading to your idea papers.	Written questions
6	Oct 2	Presentations of idea papers	Idea proposal 1 due
7	Oct 9	Theory Issues 3 Explicit and Implicit Processes Nisbett & Wilson (1977), Gawronski & Bodenhausen (2006), Petty & Briñol (2006), Hasford et al. (2018) Implicit Association Test IAT https://implicit.harvard.edu/implicit/ Do, both demonstration and participate in research.	Written questions For IAT write a report on and be prepared to discuss your experience and insights
8	Oct 16	Theory Issues 4 Debate over Consciousness in Consumer Research Williams and Poehlman (2017), Baumeister et al. (2017), Plassmann and Moorman (2017), Sweldens et al. (2017), Poelman and Williams (2017) reply	Written Questions
9	Oct 23	Method/Analysis Issues 1 Issues in study design and analysis Creating experiments and surveys Wessling et al. (2017) on MTurk issue Contrasts and Syntax	Data examples and theoretical implications.

10	Oct 30	Method/Analysis Issues 2 Moderation/Mediation/Process Readings from Zhao et al. (2010), Krishna, A. (2016). Pieters, R. (2017). discussions leading to your idea papers.	Hayes new Edition and templates plus other handouts. Data examples and theoretical implications.
11	Nov 6	Presentations	Idea proposal 2 due
12	Nov 13	Method/Analysis Issues 3 More on Moderation/Mediation/Process	Data examples and theoretical implications.
13	Nov 20	Choose Paper and Lead Discussion Assignment	Written questions for others' papers
14	Nov 27	Method/Analysis Issues 4 Still more on Moderation/Mediation/Process Working with your own empirical data and interpreting it – leading to final papers	Data examples and theoretical implications.
15	Dec 4	Individual Discussions on Final Main Idea (Idea paper 3)	
16	Dec 11	Presentations – Main Idea Proposal (Idea paper 3)	Final paper due Dec 20

Selected Readings:

Arsel, Zeynep (2017),

Journal of Consumer Research, Volume 44, Issue 4, 1 December 2017, Pages 939–948, <https://doi.org/10.1093/jcr/ucx096>

Cacioppo, J. T., Berntson, G. G., Sheridan, J. F., & McClintock, M. K. (2000). Multilevel integrative analyses of human behavior: social neuroscience and the complementing nature of social and biological approaches. *Psychological bulletin*, 126(6), 829.

Gawronski, B., & Bodenhausen, G. V. (2006). Associative and propositional processes in evaluation: An integrative review of implicit and explicit attitude change. *Psychological Bulletin*, 132, 692–731.

Hasford, Jonathan, Blair Kidwell, David M. Hardesty, and Stijn van Osselaer. "Emotional Ability and Associative Learning: How Experiencing and Reasoning about Emotions Impacts Evaluative Conditioning." *Journal of Consumer Research* (2018).

Hayes, Andrew F. (2013), *Introduction to Mediation, Moderation, and Conditional Process Analysis: A Regression-Based Approach* (Methodology in the Social Sciences).

Hayes, Andrew F. (2018), *Introduction to Mediation, Moderation, and Conditional Process Analysis: Second Edition: A Regression-Based Approach*.

Hayes, templates.pdf

Janiszewski, Chris, Aparna A. Labroo, and Derek D. Rucker. "A tutorial in consumer research: knowledge creation and knowledge appreciation in deductive-conceptual consumer research." *Journal of Consumer Research* 43, no. 2 (2016): 200-209.

Ran Kivetz, Oded Netzer, and Rom Schrift (2008), "The Synthesis of Preference: Bridging Behavioral Decision Research and Marketing Science," *Journal of Consumer Psychology*, 18, 179-186.

Krishna, A. (2016). A clearer spotlight on spotlight: Understanding, conducting and reporting. *Journal of Consumer Psychology*.

Mattan, B. D., Kubota, J. T., & Cloutier, J. (2017). How social status shapes person perception and evaluation: A social neuroscience perspective. *Perspectives on Psychological Science*, 12(3), 468-507.

Morales, A. C., Amir, O., & Lee, L. (2017). Keeping It Real in Experimental Research—Understanding When, Where, and How to Enhance Realism and Measure Consumer Behavior. *Journal of Consumer Research*, ucx048.

Petty, Richard E.; Briñol, Pablo (2006), A metacognitive approach to "implicit" and "explicit" evaluations: Comment on Gawronski and Bodenhausen (2006), *Psychological Bulletin*, 132(5), Sep., 740-744.

Pieters, R. (2017). Meaningful Mediation Analysis: Plausible Causal Inference and Informative Communication. *Journal of Consumer Research*, 44(3), 692-716.

Vears, Danya F., and Flavio D'Abramo. "Health, wealth and behavioural change: an exploration of role responsibilities in the wake of epigenetics." *Journal of community genetics* 9, no. 2 (2018): 153-167.

Wessling, Sharpe, Kathryn, Joel Huber, and Oded Netzer. "MTurk character misrepresentation: Assessment and solutions." *Journal of Consumer Research* 44, no. 1 (2017): 211-230.

Zhao, X., Lynch, J. G., & Chen, Q. (2010). Reconsidering Baron and Kenny: Myths and truths about mediation analysis. *Journal of consumer research*, 37(2), 197-206.