

COURSE INFORMATION
MARK 8336 – MARKETING RESEARCH METHODS
FALL, 2014

INSTRUCTOR

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COURSE OBJECTIVES

Students in this course:

- Should become familiar with the various research paradigms used in academic marketing research and the types of research questions associated with each.
- Should learn what makes an academic research project publishable at the highest level.
- Should learn the basics of data quality and data collection.

ACADEMIC HONESTY

The University of Houston Academic Honesty Policy is strictly enforced by the C.T. Bauer College of Business. No violations of this policy will be tolerated in this course. A discussion of the policy is included in the University of Houston Student Handbook which can be downloaded at <http://www.uh.edu/dos/publications/handbook.php>. Students are expected to be familiar with this policy.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The C. T. Bauer College of Business would like to help students who have disabilities achieve their highest potential. To this end, in order to receive academic accommodations, students must register with the Center for Students with Disabilities (CSD) (telephone 713-743-5400), and present approved accommodation documentation to their instructors in a timely manner.

COURSE SCHEDULE

<u>Date</u>	<u>Topic</u>
8/29	<p>Course overview; Introductory discussion questions</p> <p><i>Epistemic questions</i></p> <ul style="list-style-type: none">• Do empirical regularities constitute proven facts? Do they constitute knowledge?• If we gather data to test a hypothesis drawn from a theory, and the hypothesis is not supported, has the theory been proven wrong?• If we have a hypothesis drawn from theory, does it constitute knowledge in the absence of supporting data?• If we gather data to test three hypotheses drawn from the same theory, and two hypotheses are supported and one is not, is the theory supported? <p><i>General questions</i></p> <ul style="list-style-type: none">• What makes an academic research project publishable at the highest level?
9/5	<p>Epistemic issues in research</p> <p><i>Define/discuss:</i> the problem of induction; underdetermination; falsification; positivism; operationalism; antipositivism; hermeneutical circle; scientific realism; scientific explanation (the deductive-nomological model, the statistical relevance model, and the causal mechanical model); law; theory; hypothesis; scientific paradigm shift.</p> <p>READING: Definitions of the listed terms as found online</p>
9/12	<p>Validity of explanations</p> <p><i>Discuss:</i> controlling alternative explanations through experiments; controlling alternative explanations through statistical controls; relevant concepts include threats to experimental validity, randomization, blocking, covariates, endogeneity, specification error, boundary conditions, interaction effects, moderators, mediators.</p> <p>READING: Sudman and Blair, Ch. 9 (posted on Blackboard)</p>
9/19	<p>Validity and reliability of measures</p> <p><i>Define/discuss:</i> latent construct, rules of correspondence, formative indicators, reflective indicators, construct validity, face validity, content validity, predictive validity, concurrent validity, convergent validity, discriminant validity, nomological network, multitrait-multimethod matrix, test-retest reliability, parallel forms reliability, internal consistency reliability.</p> <p>READING: Definitions of the listed terms as found online</p>

9/26	<p>Questionnaire design <i>Discuss:</i> asking the right question; sources of response error (comprehension, knowledge, willingness to respond); how to minimize response error</p> <p>READING: Sudman and Blair, Ch. 10 Blair, Czaja, and Blair, Ch. 9, Methodological Appendix 2</p> <p>WRITTEN: Questionnaire assignment</p>
10/3	<p>Sampling <i>Discuss:</i> basic sampling concepts; sources of sample bias (coverage bias, selection bias, non-response bias); probability vs. non-probability sampling; controlling sample bias; controlling sampling error/testing power; design vs. model based estimation; how good does the sample have to be.</p> <p>READING: Blair and Blair, Ch. 1, 2, 3, 7, 9</p> <p>WRITTEN: Sampling assignment</p>
10/10	<p>Data collection: Initial research proposals due <i>Discuss:</i> data collection in Qualtrics; data collection with MTurk; implementing web surveys; implementing mail surveys</p> <p>READING: Blair, Czaja, and Blair, Ch. 11</p> <p>WRITTEN: Midterm exam</p>
10/17	<p>Research paradigms: consumer behavior research <i>Discuss:</i> Selected papers <i>Questions</i></p> <ul style="list-style-type: none"> • How do we do research? • Why do we do it that way? • What kinds of research questions do we address? • What makes a research project in this area publishable at the highest level? <p>READING: As assigned</p>

10/24	<p>Research paradigms: empirical modeling <i>Discuss:</i> Selected papers <i>Questions</i></p> <ul style="list-style-type: none"> • How do we do research? • Why do we do it that way? • What kinds of research questions do we address? • What makes a research project in this area publishable at the highest level? <p>READING: As assigned</p>
10/31	<p>Research paradigms: analytical modeling and economic experiments <i>Discuss:</i> Selected papers <i>Questions</i></p> <ul style="list-style-type: none"> • How do we do research? • Why do we do it that way? • What kinds of research questions do we address? • What makes a research project in this area publishable at the highest level? <p>READING: As assigned</p>
11/7	<p>Research paradigms: managerial research <i>Discuss:</i> Selected papers <i>Questions</i></p> <ul style="list-style-type: none"> • How do we do research? • Why do we do it that way? • What kinds of research questions do we address? • What makes a research project in this area publishable at the highest level? <p>READING: As assigned</p>
11/14	<p>Research paradigms: open</p> <p>READING: As assigned</p>
11/21	<p>Research paradigms: meta-analysis <i>Discuss:</i> Selected papers <i>Questions</i></p> <ul style="list-style-type: none"> • How do we do research? • Why do we do it that way? • What kinds of research questions do we address? • What makes a research project in this area publishable at the highest level? <p>READING: As assigned</p>

11/28	No class: Thanksgiving break
12/5	Student presentations

GRADING

Your course grade will have the following components:

Questionnaire assignment	10 points
Sampling assignment	10
Mid-term exam	30
Research proposal	50