

COURSE: Marketing Theory Development  
DEPARTMENT: Marketing  
PROGRAM: CMCD AE  
SEMESTER AND YEAR: 1st 2023  
CLASS-HOURS: 30 hours  
PROFESSOR: Eliane Pereira Zamith Brito  
LANGUAGE: English

### Course Description

The course promotes understanding of the process of knowledge and theory building concerning Marketing. It presents a historical vision of the knowledge developed in Marketing, alongside a discussion of philosophical assumptions and methods used in some Marketing research streams.

### Learning Goals

The course learning goals are presented in the table below. It also shows how the course contributes to the learning goals of the Ph.D. program (CMCDAE).

Level of contribution *			
High	Medium	Low	None
●●●	●●○	●○○	○○○

CMCDAE Objectives	Course learning goals	Level of Contribution
Qualitative research methods	The course points out research methods associated with Marketing epistemologies, including qualitative methods	●○○
Quantitative research methods	The course points out research methods associated with Marketing epistemologies, including quantitative methods	●○○
Knowledge of research themes and theory	The course presents the evolution of knowledge in Marketing	●○○
Research procedures	The course presents the methods of logical thinking, and their effects in the research designs	●○○
Relevance and innovation in research		
Development of academic papers	The course discusses theory, theorization, and theory construction	●●○

The full description of the CMCDAE objectives, and other related information, may be found at <https://rebrand.ly/cmae-eaesp> (masters) e <https://rebrand.ly/cdae-eaesp> (doctorate).

### Content and Methodology

The course covers the following themes:

- Knowledge and theory
- Marketing epistemologies
- Development of thinking on marketing
- Deductive, inductive, and abductive reasoning
- Theory of marketing and its history
- The process of theory development

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The classes may apply various didactic activities, each of them directed to one of the complementary aspects to attain the knowledge in view. We may use the following activities.

- a. Participative lectures presented by the lecturer.
- b. Discussion of the chapter of a book, a scientific article, or a research report.
- c. Student seminars.
- d. Study reports.

Within this context, my role as the lecturer is that of instigator and moderator of the learning process, my attributions being: coordination of the discussion of selected texts; comment on the students' essays and presentations; and the assessment of the students.

I hope that the postgraduate student shall be highly motivated and work with dedication. Previous preparation for the class and participation in it are crucial, and I expect that each student undertakes a critical and thorough study of the subjects and tasks recommended. In each encounter, students must be prepared to participate in the discussion actively, offer his/her interpretation, doubts, and reflections on the texts and comment on his/her experiences and proposals.

#### **Assessment**

Grade	Activity	Weight
1.1	Individual summary essays	35%
1.2	Presentation of material read	30%
1.3	Final essay	35%

The weekly essays should be a synthesis of the texts read and should permit the lecturer to check on the students' understanding of the theme under discussion, by the references suggested for reading. Each essay should have a maxim of 750 words; references and figures may be given on additional pages. I shall assess the essays' quality considering the following aspects: the text clarity, the objectivity with which the ideas are presented and defended, the logical sequencing of the arguments, and the inclusion in the reasoning of the various references read. The weekly essays should be uploaded in the e-class before session begins.

I shall use the following aspects to assess the oral presentations: clarity and objectivity of the ideas expressed, the relation between the session's texts and other themes related to the subject; readiness to accept the contributions and comments of colleagues; and the ability to present and stimulate discussion.

For the final essay, the student must choose a phenomenon in marketing. The essay will consist of an explanation of the selected phenomenon and a theory that could explain it. I expect that the analysis will include: the central concepts delineating the theory and their relationships; the reason it can be called theory; the ontological position of its leading authors; and a critique on the theory development. My suggestion is that each student selects the phenomenon she/he is interested in researching for her/his dissertation/thesis. I shall assess the piece concerning the quality of the text, the references (please also include national ones) chosen as a basis for developing the arguments, and the thoroughness of the discussion. The composition can be of up to two thousand words. The student must hand in the essay in the last class, using the eclass system.

<b>COURSE OUTLINE</b>			
Date	Topic	Reference	Preparation Activity
	Presentation of the course	Whetten (1989) Sutton and Staw (1995) Weick (1995)	Essay - define theory
	Positivism/Empiricism and Critical Realism	Duberley, Johnson, and Cassell, (2012) Hirschman and Holbrook (1992 introduction, chapter 2) Miller and Tsang (2011)	Summary essay
	Interpretivism	Hirschman and Holbrook (1992 chapters 4) Holbrook and O'Shaughnessy (1988) Calder and Tybout (1987) Szmigin and Foxall (2000) Thompson (1997)	5-minute audio summarizing the texts ideas
	Subjectivism and Postmodernism	Firat and Dholakia (2006) Thompson, Locander and Pollio (1989) Askegaard and Linnet (2011)	Summary essay
	Marketing Theory History	Sheth, Gardner and Garrett (1988, chapter 1) El-Ansary, Shaw and Lazer (2018) Vargo and Lusch (2016)	5-minute audio summarizing the texts ideas
<b>Individual presentation of final essay idea</b>			
	Marketing Theory Future	Chandy et al. (2021) Deighton, Mela and Moorman (2021) Hunt (2011) JCR curation <a href="https://academic.oup.com/jcr/pages/research_curations?login=false">https://academic.oup.com/jcr/pages/research_curations?login=false</a>	Read the references  Final essay draft
	Theory construction	Zaltman, LeMasters and Heffring (1982, chapter 5) Janiszewski, Labroo and Rucker (2016) Zeithaml et al. (2020)	Summary essay
<b>Final essay delivery</b>			
	Theory construction	Jaakkola and Vargo (2021) Bagchi et al. (2017) Barney (2020) Firat (2010)	Final Essay Presentation (10 minutes)

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*Complementary*

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