Instructor: John Fraedrich
Office Hours: By appointment

**Required Texts:**


**Non-Required Texts:**


Course Objectives:

1. To help students understand the fundamental building blocks of truth, meaning, reality, and knowledge.
2. To discuss what a theory is and how one is created.
3. To explain the morphology of explanation as it relates to marketing.
4. To determine the nature and scope of marketing.
5. To provide information on the various schools of thought within marketing theory development.
6. To help the student nurture the "original thoughts" process.
7. To discuss the nature of science and the scientific method.
8. To discuss the role of laws and theory in marketing science.
9. To discuss to what extent is marketing science guided by (or ought to be guided by) empiricism, rationalism, idealism, logical positivism, logical empiricism, falsificationism, relativism, or scientific realism.

Course Description:

This course is designed to elicit debate, discussion, and knowledge not only of marketing but the building blocks upon which marketing rests. This theory course is interested in "(T) (t)ruth" and "knowledge" but also the process of getting "there" wherever "there" may be. It is not important that we all agree or that you agree with me. What is important is that you know where "there" is and how you got "there."

Pursuant to these goals, class participation is essential and mandatory. In addition, one student will be assigned each period as discussant leader and will be responsible for distributing abstracts of each article or book assigned that day as well as developing questions from the readings. This procedure helps in several ways.

First, students who wish to take their comprehensive examinations will have each article summarized making studying easier. It also helps students to put each individual article into perspective relative to the entire topic. Second, by having others do article abstracts you will be able to see varying perspectives of an article’s important aspects. Finally, by spreading out the abstract writing, each student lightens the load of others. This should not be construed as an excuse not to read all materials.

Theory Paper (Manuscript) 40%:

A paper reviewing some current business theory and applying it to marketing or debating an existing theory and its underlying faults or strengths or proposing new models is acceptable. The goal is to submit a manuscript to such journals as: Journal of Marketing Theory and Practice, Marketing Theory, Journal of MacroMarketing, or Academy of Management Review. If you never have used library data base, please see someone in Morris Library. You do not want to naively use only one database and tell me your review is exhaustive. You should be able to do an effective and efficient literature review, synthesize the literature down to where it makes
sense, and be able to show gaps and suggests answers to those gaps. Your paper must reflect the publication standards of your proposed journal.

**Theory-To-Application Paper (Manuscript) 20%:**

A paper reviewing some current non-business theory and applying it to the marketing literature. Your paper must reflect the publication standards of your proposed journal.

**Quizzes 40%:**
Every period you will have thirty-four minutes to answer one of two questions derived from the readings. The objective is to prepare you for your comprehensive exams. There are three things that I look for in an answer. First, does the student remember the critical literature within the topic? This is demonstrated by knowing author names and dates. In theory who said what and when is very important. Second, I look for synthesizing the material into a coherent form. I'm big on figures, tables, and diagrams because one can say a great deal in a small amount of time. Finally, I look for extension and support for opinions. After each question you should be able to extend on the body of knowledge by showing the gaps in the literature and proposing hypotheses, paradigms, theories, or models using articles and books not required in class. As a Professor you will be expected to propose and defend original thought in the development of manuscripts and your dissertation.

**Grading:**
The grading scale is the usual A-C.

**COURSE SCHEDULE**

**Reading Assignments**

**WEEK OF 8/24**

1. Natural Philosophy and the Rise of Science: From Plato to Hegel CMT 1-2
2. The Nature of Truth, Objectivity, and Realism CMT 7-9
3. From Classical Realism, Logical Empiricism, Historical Relativism, to Post-Relativistic Philosophy of Science CMT 3-5
4. Qualitativensess CMT 6 and FMT 1
5. Foundationalism, Coherentism, Internalism, and Externalism FMT 8,
6. Scientific Method FMT 3-7
7. Revisiting Lawlike Generalizations, Sheth and Sisodia, JAMS, Winter, 1999

**WEEK OF 8/31**

1. FMT 1, 2
2. Discovery-Oriented Consumer Research; Wells; JCR, March 1993.

9/7 GENERAL THEORY CONSTRUCTION CONTINUED
1. Meta-theory and Meta-methodology in Marketing: A Lakatosian Reconstruction
   Leong, JM, Fall 1985
2. Humanistic Inquiry in Marketing Research: Philosophy, Method, and Criteria;
   Hirschman JMR, August 1986
3. On Method in Consumer Research: A Critical Relativist Perspective Anderson JCR,
   September 1986
4. On Relativism and Interpretivism Anderson ICR, 1989
5. The Relativist/Constructionist Perspective on Scientific Knowledge Peter & Olson, ICR, 1989
6. Interpretive, Qualitative, and Traditional Scientific … Research Calder & Tybout ICR, 1989
7. Intellectualization in Macromarketing: A World Disenchanted Monieson JMM, Fall 1988
9. Intellectualization in Macromarketing Revisited: A Reply to Hunt Monieson JMM, Fall 1989

9/14 THEORY TYPES AND THE NATURE AND SCOPE OF MARKETING
   academia losing its way? *Journal of Marketing* 73, July, 1-3.
   Marketing Renaissance: Opportunities and Imperatives for Improving Marketing
   Thought, Practice, and Infrastructure. *Journal of Marketing*, 69(4), October, 1-25. Also
   cited as Bolton, Ruth N. et. al. ….
   Exploring be "4 Eras" of Thought Development. *Journal of Public Policy and Marketing*.
   22(2), Fall, 116-146.
5. Tapp, Alan and Tim Hughes. (2008) Why “soft science” is the key to regaining
6. Malhotra, Naresh K., Mark Peterson, and Susan Bardi Kleiser (1999), Marketing
   Research: A State-of-the-Art Review and Directions for the Twenty-First Century. *JAMS*,
   27 (2), 160-183.
7. Hunt, Shelby (1992), "For Reason and Realism in Marketing," *JM*, 56 (2), April, pp. 89-
   102.
8. Zinkhan, George & Rudy Hirskheim (1992), "Truth in Marketing Theory and Research:
   An alternative perspective," *JM*, 56 (2), April, pp. 80-88.

9/21 THEORY TYPES AND THE NATURE AND SCOPE OF MARKETING CONTINUED

9/28 MARKETING'S SCIENTIFIC MEANING
1. Peter, J. Paul and Jerry C. Olson, "Is Science Marketing?" JM, Vo1. 47, Fall 983, pp.111-125.

10/5 MARKETING'S SCIENTIFIC MEANING CONTINUED
7. FMT 9

10/12 MARKETING THEORIES (GENERAL, SERVICE, & BRANDING)

10/19 MARKETING THEORIES (GENERAL, SERVICE, & BRANDING) CONTINUED


**10/26 MARKETING THEORIES (PRODUCT, ADVERTISING, & DECISION MAKING)**


**11/2 MARKETING THEORIES (PRODUCT, ADVERTISING, & DECISION MAKING)**


Brand Equity

COMPLETED FINAL DRAFT OF PAPER

11/9 PRODUCTS

11/16 BRANDING


**MY FINAL COMMENTS ON YOUR FINAL DRAFT**

**11/23 BRANDING**


11/30 CONSUMER RESEARCH
2. Hermeneutics and Consumer Research Arnold & Fischer JCR, June 1994
4. Historical Method in Marketing Research Goldner JMR, 2000
5. Relativism for Consumer Research? Siegel JCR, June 1988
6. Confirmatory vs. Comparative Approaches to Theory Tests Sternthal, Tybout & Calder; JCR, June 1987
7. Consumer Research and Semiotics…Mick JCR, 1986
8. Putting the Consumer …: The Philosophy & Methodology of Existential-Phenomenology Thompson, Locander, & Pollio JCR, 1989

12/7 CATCH-UP

12/8 FINAL EXAMS & PAPER DUE 05:30, (Must be in Microsoft Word)
*It is mandatory for the discussant leader to give out recent articles (i.e.: 2003-present) one week before the discussion.*

Suggested Articles for Theory


Word-of-mouth Marketing (WOM)


What Consumer Research Is …Calder and Tybout, JCR, June 1987

Interpreting Monieson: Creative and Destructive Tensions  Dholakia JMM, Fall 1988

The Reification-Realism-Positivism Controversy in Macromarketing: A Philosopher’s View Levin JMM, Spring 1991


Liberatory Postmodernism and The Reenchantment of Consumption Firat and Venkatesh JCR, December 1995

Do We Need Critical Relativism? Cooper JCR, June 1987

Relative to What – That Is The Question Anderson JCR, June 1988


What Is Consumer Research? Holbrook JCR, June 1987

Alternative Ways of Seeking Knowledge in Consumer Research Hudson & Ozanne, JCR, March 1988


Literary Criticism and Consumer Research … Stern JCR, 1989

Feminist Thought: Implications for Consumer Research Bristor & Fischer JCR, March 1993


**Fall 2015**

**IMPORTANT DATES**

Semester Class Begins .........................................................08/24/2015
Last day to add a class (without instructor permission):…………….08/30/2015
Last day to withdraw completely and receive a 100% refund: …….09/06/2015
Last day to drop a course using SalukiNet:…………………………11/01/2015
Last day to file diploma application (for name to appear in Commencement program): .................................................................09/18/2015

Final examinations:……………………………………………………12/14–12/18/2015

Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage [http://registrar.siu.edu/](http://registrar.siu.edu/)

**SPRING SEMESTER HOLIDAYS**

Labor Day Holiday 09/07/2015
Fall Break 10/10—10/13/2015
WITHDRAWAL POLICY ~ Undergraduate only
Students who officially register for a session may not withdraw merely by the stop-ping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

INCOMPLETE POLICY ~ Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the se-mester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic sup-port services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

PLAGIARISM CODE

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accounta-bility and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Build-ing Emergency Response Team (BERT) programs. Please reference the Building Emergency Response Protocols for Syllabus attachments on the following pages. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:
Tutoring: http://tutoring.siu.edu/
Math Labs: http://tutoring.siu.edu/math_tutoring/index.html

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit:
http://diversity.siu.edu/

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin
ADVISEMENT: http:// advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/
http://pvcaasiu.edu/