Instructor Contact Information

Dr. Reto Felix
Office: BUSA 211K
Office Phone (956) 665-2579
Email: reto.felix@utrgv.edu

Class Time

Thursday 1:40 pm – 4:20 pm,
Liberal Arts Building South 161

Office Hours
TR 5:00 pm – 6:00 pm BUSA 211K
or by appointment (just send an email)

Before You Start

✔ The best way to reach me is through email.
✔ If you have not done so yet, you must complete/update the Online Human Subjects Training. Visit https://www.citiprogram.org/default.asp?language=english. You will have to first register with that website.
✔ Don’t forget to obtain IRB clearance for any data you wish to publish later.

Learning Objectives

This seminar addresses challenges in contemporary marketing, such as globalization, regional culture, global and local brands, commodification, singularization, overconsumption, green marketing, pro-social behavior, happiness, possessions, and authenticity. The focus is especially on those issues that are relevant not only for marketers and consumers, but for society as a whole. The aim of this seminar is to enable students to investigate and discuss these topics conceptually and based on quantitative and qualitative research approaches. The seminar should result in a research paper that is publishable or close to being publishable.

Teaching Philosophy

As a PhD student, you have made a conscious decision to dedicate yourself to intensive and extensive education and training. I would like to ask you to approach this seminar with a professional and constructive spirit, and remain a proactive seeker of learning experiences throughout the seminar. Be curious and work with theoretical and empirical rigor. The task of your instructors is to serve as a facilitator of your educational journey – however, I cannot do the work for you.
This course contributes to the following COBE learning objectives

<table>
<thead>
<tr>
<th>PhD Learning Goals</th>
<th>This course contributes to the following PhD learning objectives:</th>
<th>Assessment method</th>
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<tbody>
<tr>
<td>Discipline knowledge</td>
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<tr>
<td>Advanced theoretical or practical research skills for the specialization</td>
<td>x</td>
<td>- Journal article discussion assignments,</td>
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<td></td>
<td></td>
<td>- Midterm and final exam</td>
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<tr>
<td>Preparation for teaching responsibilities</td>
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<td>- Research project / submission of a research paper and presentation</td>
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<tr>
<td>Dissertation competency preparation</td>
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**Expectations**

- That you will put forth a *great amount of effort* to perform well on all of your assignments for this seminar.
- That you will seek to become a part of the scholarly community at UTRGV, taking advantage of every opportunity presented to you as a *scholar in training*.
- That you will work with your colleagues, when possible, to encourage each other’s successful accomplishments.
- That you will demonstrate the utmost integrity as a researcher, particularly avoiding any hint of plagiarism in your work *(see also academic dishonesty below)*.

**Technology & Applications**

Students will use the following technologies and applications to complete individual and group projects.

- Traditional library and electronic databases to obtain pertinent secondary information
- Microsoft Office package
- Quantitative analysis software such as SPSS, SAS, AMOS, SmartPLS, and possibly R or MPlus.

**Policies & Procedures**

**Attendance** is required. Plan not to miss any minute of a class meeting. Show up on time.

**Participation** is expected and includes reading the assigned materials prior to class and providing input to ongoing class discussions. The professors will keep a log of student’s participation throughout the seminar. For each session, please read all of the assigned readings and be thoroughly prepared to discuss them. This evaluation will be based on the professor’s systematic assessment of each student’s participation.

**Scholastic Integrity.** As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced *(Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines)*. All scholastic dishonesty incidents will be reported to the Dean of Students.

**Students with Disabilities.** Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who
suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services. **Brownsville Campus**: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus**: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**Sexual Harassment, Discrimination, and Violence**: In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

**Mandatory Course Evaluation Period**: Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

- Spring 2018 Module 1  
  February 14 – February 20
- Spring 2018 Module 2  
  April 11 – April 17
- Spring 2018 (full semester)  
  April 11 – May 2

**Course Components/Assignments**

**Individual Written Assignments**
For most weeks, there will be 3-4 individual article discussions which include short PowerPoint presentations (maximum 10 minutes, not more than 8-10 slides) and a written discussion of the article (3-4 pages, double-spaced). The written discussion part of the assignment should provide a very brief summary of the paper, including theoretical foundations, methodology/methods, data analysis, and the most important findings. More importantly, the report should clearly state the strengths of the article and possible shortcomings or problems. We will assign articles to students during the first class session.

**Individual Research Paper (can be in teams of two based on prior consultation with the professor)**
Each student will write an individual, complete conceptual or empirical research paper in this seminar. The project includes compiling, organizing, and analyzing primary and secondary data, and reporting the findings. For empirical papers, the front-end of the paper (introduction, research question, and conceptual development including literature review and hypotheses) and the back-end of the paper (method, analysis, findings, discussion, managerial implication, policy implications, research implications, and limitations), along with your analytic performance (mastery of methods and data collection, organization and analysis), will determine a large portion of your seminar grade. Each paper will receive an overall grade; the different sections of the paper will not be graded separately. Due dates for completing various tasks appear in the Tentative Schedule below.

Journal reviewers and editors use a number of criteria in high-quality journals to evaluate article submissions, which result in the decision to publish, revise, or reject. Typical such criteria include substance, communication, and format. Please use these criteria in all your written assignments in this seminar.

**Communication** - Above all else, the article should be written well, without any gaps in the logic due to a choppy style. Authors should strive for accuracy. Each section should have a transition to the next section. A good manuscript leaves nothing for the readers to guess or assume. It is important to be stylistically complete given the specific guidelines in your field.

- Be consistent in either using active voice or passive voice
- Present coherent thought
✓ Use precise terms
✓ Craft a linear progression
✓ Tell a good, interesting story

Substance – This is the actual matter, value, meat, essence, and contribution of the article, as opposed to its appearance or readability. Substance is the most important criterion. Empirical papers should include the following components.
✓ Start with a research question based on theory.
✓ Restart with the theory.
✓ Conduct literature review of theoretical and empirical works.
✓ Formulate research constructs.
✓ State hypotheses to be tested (if applicable)
✓ Develop a set of operational definitions to illustrate hypotheses.
✓ Design a method of gathering data.
✓ Find the most suited data analysis technique.
✓ Collect data.
✓ Analyze data.
✓ Interpret results.
✓ Evaluate evidence
✓ Recommend future research topics.

Format - Papers should be well organized and follow the format of the journal. Follow an adequate style guide such as APA, and be consistent with citations and references. For many reviewers, errors with citations and references signal sloppy work.

General Comments

Writing well includes the use of correct grammar and punctuation. If these aspects are not respected, reviewers may never even get past them to evaluate the merit of the work.

Oral Presentations A few hints: Do not read from slides; put just enough (i.e., short) phrases on slides unless absolutely necessary to include a long sentence; rehearse and do not exceed allotted time; be innovative in providing a summary of lit review; inspire and hold your audience.

Evaluation & Grading

Assignments Your grade on all written and oral assignments will depend on the following:
✓ Demonstrated understanding of the issue
✓ Conceptual and methodological rigor
✓ Ability to inspire interest and hold the audience
✓ Creativity and effectiveness of ideas and arguments
✓ Coverage of required tasks
✓ Professional demeanor and/or tone
✓ Grammatical and syntactical soundness of the content

Weights The following shows the weights of graded items.

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation in class discussions</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments (written article discussions and presentations)</td>
<td>250</td>
<td>25%</td>
</tr>
<tr>
<td>Research project mid-term presentation</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Research Project final presentation</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Research project final paper</td>
<td>350</td>
<td>35%</td>
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</table>
**Letter Grades**  Point grades will not be rounded up or down. For example, 89.5 is a B, not an A. Final grades are just that: Final. If you find errors in the calculation or reporting of your grade, you can indeed appeal to your instructors.

<table>
<thead>
<tr>
<th>Percentage grade</th>
<th>Letter grade</th>
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<tbody>
<tr>
<td>90 or higher</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89.99</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79.99</td>
<td>C</td>
</tr>
<tr>
<td>69.99 or lower</td>
<td>F</td>
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**Late Submissions**  Assignments that you turn in must meet the deadline. You will receive no credit for late submissions.

**Grades are earned, not negotiated.** You must consistently perform well to get a good grade. If you are having difficulties with the seminar, come see us early on. We can’t help you improve if you wait until the end of the semester.

**Required Readings**

The required readings for this seminar are listed in the tentative course schedule below. You must thoroughly study (not just read) the readings listed in both sections. All readings are available on Blackboard as pdf files.
<table>
<thead>
<tr>
<th>Session &amp; Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assigned to</th>
<th>Submissions and Activities</th>
</tr>
</thead>
</table>
| 1 Jan 18      | Introduction                                     | Introduction to the course  
Course structure based on syllabus  
Participants’ self-presentations: Each participant is being asked to talk briefly about her research interests and approaches.  
Research mapping activity:  
1) Individual work: Identify topics you find interesting or you would like to work on. Is there a literature gap?  
2) Group work: Identify interesting research in a group setting  
3) Whole class: Participants map research opportunities on the whiteboard. |             |                                                                                           |
| 2 Jan 25      | Globalization: Bits and Pieces                   | Required Readings  
| 3 Feb 1       | Globalization, Marketization, and Regional Culture | Required Readings  
| 4 Feb 8       | Global and Local, Domestic and Foreign Brands     | Required Readings  
Strizhakova, Yuliva and Coulter, Robin A. (2015). Drivers of local relative to global brand purchases: A contingency approach. *Journal of International Marketing*, 23(1), 1-22. | 7 Emeka     | Due (Submission only, no presentation) – Front end of paper (Introduction, research gap, research questions, contribution, |
| 6 Feb 22 | Authenticity in a Changing World. | Required Readings
<p>| 7 Mar 1 | Midterm Presentations | No assigned readings | Due: Presentations and paper (Introduction, research gap, research questions, contribution, theoretical framework, hypotheses, method, plans for testing validity and reliability) |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
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| 8 Mar 8 | Going Green | **Required Readings**
| 9 Mar 22 | Commodification, Singularization, and Object Agency | **Required Readings**
| 10 Mar 29 | Moral, Karma, and Pro-Social Behavior | **Required Readings**
| 11 Apr 5 | When Going Green Backfires | **Required Readings**
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Reading</th>
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<tbody>
<tr>
<td>14 Apr 26</td>
<td>Final Presentations</td>
<td>Due: Paper presentations and complete paper: intro, theoretical framework, hypotheses, method, analysis, results, discussion, implications, limitations, future research</td>
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<tr>
<td>May 3</td>
<td>Study Day</td>
<td>Due: Final Paper Submission via Blackboard</td>
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