

Instructor: Raghunath Singh Rao
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Class Timings: W 3:00 pm to 6:00 pm (CBA 7.204)

Office Hours: By appointment

Useful Texts:

1. Gibbons, Robert (1992): *Game Theory for Applied Economists*, Princeton Univ. Press ("RG")
2. Angrist, Joshua and Jorn-Steffan Pischke (2009): *Mostly Harmless Econometrics (An Empiricist's Companion)*, Princeton Univ. Press ("AP")
3. Lilien, Gary, Phil Kotler and Sridhar Moorthy (1992): *Marketing Models*, Prentice Hall ("LKM")
4. Cook, Thomas and Donald Campbell (1979), *Quasi- Experimentation: Design and Analysis Issues for Field Settings*, Eds. Houghton Mifflin Company

Objectives

The aim of this advanced reading seminar is to provide a flavor for different research methods used in academic research in marketing. Marketing academics use a large variety of tools to study the phenomena of interest and a semester-length course is insufficient even for a superficial review of these methods. To keep things manageable, the focus of this class will largely be upon the methods that are not covered in other PhD seminars within the Marketing Department. The readings will be drawn largely from Marketing, Economics and Statistics Journals and the books mentioned above. Please note that this seminar is intended to provide an *overview* of a set of research tools and demonstrate a few salient applications of these tools in Marketing. This course is *not* intended to be a substitute to learn these tools through advanced graduate coursework in the core disciplines of Economics, Statistics and Psychology.

Class Format

The class will follow lecture and discussion format. Each week, students will be assigned a number of readings that they are required to read in depth and be prepared to discuss with other students. While reading each paper, pay close attention to the research method(s) used and identify its major strengths and weaknesses. At the beginning of the class, I will provide a brief summary of the research tool of the week.

In addition, each paper will be pre-assigned to one or more student(s), who will provide a succinct summary of the research topic, methodology, strengths and weaknesses of the work and suggest a possible agenda for future work. This will be a starting point for further discussion of the paper. Note that even if you are not assigned a single reading during a week, you must read all the readings and be ready for a thoughtful discussion.

Evaluation

Your performance in the class will be assessed through three components:

1. Class Participation (25% of the grade)
2. A mid-semester comprehensive review of a topic from your research interests (25% of the grade)
 - You will submit a written review (up to 15 pages) of a topic of your research interest and present it to the class for about 20 minutes. A special emphasis should be placed upon the multiple research methods used in the literature to understand the topic of your interest.
 - Please talk to me outside of class about your research topic latest by the fourth meeting of this class.
3. A semester-end research proposal that builds on the mid-semester review (50%)
 - You will submit a research proposal (up to 20 pages) that builds upon your mid-semester review and present it to class for about 20 minutes.
 - The proposal should outline the gaps in the literature and why should potential audience be interested in what you are proposing.
 - You should outline at least one research method covered in the class that could be used to study your proposal.
 - My hope is that this proposal should lead to further investigation from your side outside of this class and result into a working paper on your own or collaboration with a fellow student or faculty.

Attendance for all class sessions is mandatory.