

THE UNIVERSITY OF
NEW SOUTH WALES



Australian School of Business
School of Marketing

MARK7213 and MARK8998
CONTEMPORARY RESEARCH METHODS IN MARKETING

COURSE OUTLINE
SESSION 2, 2008

<u>1. COURSE STAFF</u>	<u>3</u>
1.1 Communication with Staff	3
<u>2. INFORMATION ABOUT THE COURSE</u>	<u>3</u>
2.1 Teaching Times and Locations	3
2.2 Units of Credit	3
2.4 Relationship of This Course to Other Course Offerings	3
<u>3. COURSE AIMS AND LEARNING OUTCOMES</u>	<u>3</u>
3.1 Course Aims	3
3.2 Student Learning Outcomes	3
3.3 Approach to Learning and Teaching	4
3.4 Teaching Strategies	5
<u>4. CONTINUAL COURSE EVALUATION AND IMPROVEMENT</u>	<u>5</u>
<u>5. LEARNING ASSESSMENT</u>	<u>5</u>
5.1 Formal Requirements	6
5.2 Assessment Details	6
5.3 Assignment Format	6
5.4 Assignment Submission Procedure	6
5.5 Late Submission	6
5.6 Special Consideration and Supplementary Examinations	6
<u>6. ACADEMIC HONESTY AND PLAGIARISM</u>	<u>6</u>
<u>7. STUDENT RESPONSIBILITIES AND CONDUCT</u>	<u>8</u>
7.1 Workload	8
7.2 Attendance	8
7.3 General Conduct and Behaviour	8
7.4 Keeping Informed	8
<u>8. STUDENT RESOURCES</u>	<u>8</u>
8.1 Course Resources	8
8.2 Other Resources, Support and Information	8
<u>9. COURSE SCHEDULE</u>	<u>11</u>

1. COURSE STAFF

Course Leader: Ian Wilkinson

Consultation Hours: by appointment; location: Quad 3010

Telephone: 9385-3298; Email: i.wilkinson@unsw.edu.au

1.1 Communication with Staff

Consultation Hours: by appointment; location: Quad 3010

Telephone: 9385-3298; Email: i.wilkinson@unsw.edu.au

2. INFORMATION ABOUT THE COURSE

2.1 Teaching Times and Locations

Quad 1046 Thursdays 10-12pm

2.2 Units of Credit 6

2.3 Relationship of This Course to Other Course Offerings

This course is one of the 4 courses required for honours students and research students to complete

3. COURSE AIMS AND LEARNING OUTCOMES

3.1 Course Aims

"If you're not confused, you're not paying attention"

[Tom Peters](#)

The focus of the course is on some of the research methods and issues that are not covered in other courses for research students in marketing and which are reflected in contemporary research in marketing. The aim is to critically examine the nature and limits of these methods in terms of the kind of knowledge they can provide and how this relates to general issues underlying the scientific process. More specifically, the aim is to increase students' knowledge, skills, and insights in scientific research methods in marketing with an emphasis on qualitative/interpretive methodologies, sequence methods, social network analysis and complexity. The aim of the course is not to train you to carry out research using such methods, although exercises in using these methods and exemplars do form part of the course. And additional references to texts and other readings that provide more detail about the methods involved are provided. The aim is to develop a critical appreciation of their nature and potential role in research in marketing

3.2 Student Learning Outcomes

By the end of the course students will have developed an appreciation of the role and importance of various qualitative research methods and learned to critique articles using these methods. They will also have been introduced to social network analysis and agent based models and gained some appreciation of their potential relevance and role in conducting marketing research

3.3 Approach to Learning and Teaching

To begin with we examine the nature of the scientific research process and the kinds of understanding we seek. Science is a social process and we look at some of the issues that arise because of the nature of this process in terms of what we choose to study, how we study it. From there we move on to examine examples of various kinds of what may be loosely categorised as qualitative and interpretive research methods that have been used to study marketing phenomena. Here we seek to understand not only the methods themselves but the kinds of phenomena they seek to understand and the kinds of explanations or knowledge they seek. You should be able to relate the discussion back to a process model of scientific method introduced at the beginning of the course. We should at all times ask whether the methods we are considering are attempting to get at different types of explanatory phenomena or the same types in different ways, compared to say quantitative methods. There are various methods covered here which go by the names of case studies, ethnography, hermeneutics, narrative methods, postmodernism, grounded theory etc. These tend to shade into one another so we need to try to find some way of thinking about them in a meaningful way – are they simply different names for the same or similar approaches? As part of our examination of interpretive methods we will get familiar with Leximancer (www.leximancer.org) which is a recent invention by an Australian researcher. This artificial intelligence semantic text analysing tool that enables reliable and reproducible parsing of text. A special one day Saturday workshop is used to introduce and teach the use of Leximancer.

The final sections of the course looks at some issues and methodologies that are less appreciated in marketing but that will play, I believe, an important role in the future. First we consider the causal structures that underly survey methods and ask whether the claimed causal sequences underlying the patterns of correlations are correct. Then we look at social network analysis, which focuses on the direct and indirect connections between an actor's behaviour or indeed any phenomena and other actors or phenomena. It introduces new kinds of explanatory possibilities that go beyond the individual actor or general environment and adds additional meaning to the nature of the situation or context in which action takes place.

Finally, we look at the area of complexity and agent based models, which focus attention on the process, dynamics and evolution of behaviour and organisation. The computer is a new kind of microscope that allows us to “see” and conduct experiments regarding process, dynamics and evolution through modelling it. All we see around us are the bits and pieces nature happens to have left for us to study. If we could start again, run the tape of life or whatever again, would things turn out differently? Are there just a limited number of possible outcomes? Now, with modern programming and computer technology we are able to create would-be worlds, including artificial social and economic worlds, that allow us to study the processes of change and evolution in ways that were impossible before. These tools and methods have much in common with the computer games kids play these days, such as Sim-City, Sim-Life, Sim-Park and The Sims. Modelling and simulations are tools we have used in the past but the modern rendition is different. It focuses on the way large scale or macro order emerges from ongoing micro processes of action and interaction in local environments. This includes the way firms and business networks are continually reproduced over time or

the way past patterns are eroded and new forms emerge. Software modelling tools, particularly agent based models, are becoming available that make it possible to do this kind of research without being a trained programmer – much like SPSS, AMOS and PLS and other statistical packages made complex statistical analysis more generally possible. The names of these programs include SWARM, STELLA, MATHEMATICA, MASON, STARLOGO and REPAST. Stephen Wolfram in his recent book *A New Kind of Science* argues that these new approaches to science replace prior methods based on traditional mathematics. We are beginning to see the emergence of research incorporating these kinds of methodologies in marketing but they are considerably more advanced in other disciplines such as economics and the physical and biological sciences. We will finish the course by taking a look at some of the ways this kind of research is finding its way into marketing and contemplate its future and give an introduction to one tool for programming such models - Netlogo.

3.4 Teaching Strategies

Weekly assignments include readings by all students of 2-4 articles from the scientific literature. One or two students will be assigned to be the discussion leader for each reading. Discussion leaders need to prepare a 2-3 page summary/critique of the main points of the reading. The paper included in the readings "Reading Academic Papers Critically" may be used as a guide here. Please distribute a copy of your summary/critique to each member of the class at the start of the discussion of the reading. Our weekly meetings follow a workshop format: all students are expected to have completed the assigned weekly readings before the scheduled class meeting and participate during the discussions with questions, criticisms, and constructive insights.

4. CONTINUAL COURSE EVALUATION AND IMPROVEMENT

Student feedback will be sought to help evaluate and improve the course, including the UNSW CATEI evaluation process.

5. LEARNING ASSESSMENT

Your semester assignments are:

- (a) To *undertake an interpretive research project* related to your own research in which you will use Leximancer to analyse text you have gathered from interviews and/or articles and reports. Length = approx 1500 words plus figures, references and appendices **Due 27 October**
- (b) To write a 1500 word essay on the following topic
Fundamental Attribution Error is a tendency to attribute behaviour to a presumed disposition of a focal actor, such as a person or firm, rather than to important situational/context factors. To what extent is theory in your research topic area guilty of this error? Identify the main types of situational or contextual factors that need to be taken into account in developing theories and conducting research in this topic area and discuss how well they have been taken into account. **Due 7th November**

5.1 Formal Requirements

70% is the pass mark for this seminar, which is in accordance with the progression requirements for research degrees. Should the semester assignments not be of an acceptable standard you will be given one opportunity to revise and resubmit them within 4 weeks. Otherwise you will fail the course and this may result in exclusion from the program.

5.2 Assessment Details

Best 3 written summary/critiques and presentations: 12.5% each	= 37.5%
Class participation:	= 12.5%
Semester Assignments: 25% each	= 50%

5.3 Assignment Format

Standard report and essay format with name and Student ID clearly indicated

5.4 Assignment Submission Procedure

Article critiques are due the date they are due to be presented. The Leximancer assignment is due Oct 27, and the essay question is due November 10.

5.5 Late Submission

Marks will be deducted for late submission

5.6 Special Consideration and Supplementary Examinations

- Applications for special consideration (including supplementary examinations) must go through UNSW Central administration (within 3 working days of the assessment to which it refers) – applications will **not** be accepted by teaching staff;
- Applying for special consideration does not automatically mean that you will be granted additional assessment or that you will be awarded an amended result;
- If you are making an application for special consideration (through UNSW Central Administration) please notify your Lecturer in Charge;
- Please note that a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.

6. ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties

and information to help you avoid plagiarism see:
<http://www.lc.unsw.edu.au/plagiarism/index.html>

Plagiarism is the presentation of the thoughts or work of another as one's own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

7. STUDENT RESPONSIBILITIES AND CONDUCT

All students are expected to adhere to university policies in relation to class attendance and general conduct and behaviour. In addition, students are expected to understand their obligations in relation to workload and keeping informed. Information and policies on these topics can be found at: www.my.unsw.edu.au .

7.1 Workload

It is expected that you will spend at least **ten hours** per week studying this course. This time should be made up of reading, research, working on assignments and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

7.2 Attendance

Your regular and punctual attendance at seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

7.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: www.my.unsw.edu.au

7.4 Keeping Informed

You should take note of all announcements made in seminars. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

8. STUDENT RESOURCES

8.1 Course Resources

A readings pack of the main readings will be provided to students.

8.2 Other Resources, Support and Information

The University and the ASB provide a wide range of support services for students, including:

Learning and Study Support:

• ASB Education Development Unit

The Education Development Unit (EDU) provides learning support and assistance to all students in the ASB, to enable them to enhance the quality of their learning. The EDU services are free, and tailored to meet the academic needs of students in the Australian School of Business.

The role of the EDU is to provide

- A range of support initiatives for students from the Australian School of Business in relation to their transition to university;
- Learning skills development, resources and activities for Business students
- Academic writing and skills workshops throughout the session;
- Printed and online study skills resources, such as referencing guides, report writing and exam preparation;
- A drop-in EDU Office containing books and resources that can be borrowed;
- A limited consultation service for students with individual or small group learning needs.

The EDU website www.business.unsw.edu.au/edu contains information, online resources and useful links as well as providing information and dates for workshops. More information about the EDU services including resources, workshop details and registration, and consultation request forms are available from the EDU Office.

EDU Contact Details

Location Room GO7 Ground Floor,
West Wing, Australian School of Business Building
Telephone: 02 9385 5584
Email: Edu@unsw.edu.au
Website www.business.unsw.edu.au/edu

• UNSW Learning Centre (<http://www.lc.unsw.edu.au>)

In addition to the EDU services, the UNSW Learning Centre provides academic skills support services for all UNSW students. The Learning Centre is located on Level 2 of the Library and can be contacted by phone: 9385 3890 or through their website.

Technical support:

For any technical support issues (difficulty logging in to websites, problems downloading documents, etc) you can contact the UNSW IT Service Desk at: (02) 9385 1333 ; Email: servicedesk@unsw.edu.au

Counselling support - <http://www.counselling.unsw.edu.au>

Students experiencing problems of a personal or academic nature are encouraged to contact the Counselling Service at UNSW. This consultation service is free and confidential and run by professional counsellors. The Counselling Service also conducts workshops on topics such as 'Coping With Stress' and 'Procrastination'. The Counselling Service is located on Level 2, Quadrangle East Wing, and can be contacted on 9385 5418.

Library training and support services - <http://info.library.unsw.edu.au>

Disability Support Services – Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer (<http://www.studentequity.unsw.edu.au/disabil.html>). Early notification is essential to enable any necessary adjustments to be made.

In addition, it is important that all students are familiar with University policies and procedures in relation to such issues as:

- **Examination procedures** and advice concerning illness or misadventure
<https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html>
- **Occupational Health and Safety** policies and student responsibilities;
<https://my.unsw.edu.au/student/atoz/OccupationalHealth.html>

9. COURSE SCHEDULE

9.1 Background Readings

Ray Hyman "How to Critique a published article" *Psychological Bulletin* 118:2 1995, 178-182

Editors Comments "Publishing Theory" *Academy of Management Review* 2006, 31, 2, 252-255.

9.2 Seminar, Topic and Readings

1) 31 July: Nature of Scientific Method and Marketing

Ian Wilkinson and Louise Young (2002) "Scientific Method and Marketing: An Analytical Framework" School of Marketing, UNSW Working Paper

S. R. Barley (2006) "When I write my Masterpiece: Thoughts on what makes papers interesting" *Academy of Management Journal* 49:1 16-20

Ian Wilkinson "On Generalising: seeing the general in the particular and the particular in the general" ANZMAC Conference, University of South Australia, December 2004

R. L. Ebel "And Still the Dryads Linger" *American Psychologist* 29, July 1974 485-492

Additional Reading:

Murray S. Davis "That's Interesting" *Philosophy of the Social Sciences* I 1971 309-344 (b)

Lipton, Peter "Testing Hypotheses: Prediction and Prejudice" *Science*, 307 (January), 2005, 219-221

Lay Peng Tan and Ian F. Wilkinson "The Role, Meaning and Importance of Context in the Study of Marketing Behaviour" Paper for ANZMAC Conference, Perth, December 2005

A. Chalmers *What is this Thing Called Science?* University of Sydney Press 1999 (3rd Edition)

Dawkins, Richard "What is True" in R. Dawkins *A Devil's Chaplin*, Mariner Books 2004, p14-19

2) 7 August Interpretive Research 1

Merlin Donald Cognitive Evolution and the Definition of Human Nature. *Philosophy of Science Monographs*, Morris Foundation, Little Rock, Arkansas, 2000,

Evert Gummesson "All research is interpretive!" *Journal of Business & Industrial Marketing* 18 (6/7)

Movie: *What Makes us Human? Part 1* (Channel 4 UK)

Additional Reading

Henry R.C. "The Mental Universe" *Nature* 436 July, 2005 29

Daniel C. Denett "The Evolution of Open Minds" in *Freedom Evolves* Penguin 2003
169-192

3) 14 August Interpretive Research 2

H. Mintzberg "Developing a theory about the Development of Theory" in *Great Minds of Management*

Gillian Hopkinson "Stories from the front-line: how they construct the organisation" *Journal of Management Studies*

E. J. Arnould and M. Wallendorf, "Market-Oriented Ethnography...", *JMR*, 1994.

Movie: *What Makes us Human? Part 2* (Channel 4 UK)

Additional Readings

S. MacDonald and B. Hellgren (2004) "The Interview in International Business Research: Problems we would rather not talk about" in R. Marshan-Piekkari and C. Welch eds. *Handbook of Qualitative Research Methods for International Business* Edward Elgar, 264-284

McCracken, G. *The Long Interview*. Newbury Park Sage 1988

Norbert Schwarz "Self Reports: How the Questions Shape the Answers" *American Psychologist*, Feb 1999 93-105

Patton, M. Q. "Qualitative Interviewing" ch 7 in *Qualitative Evaluation and Research Methods*

Seidman, Irving *Interviewing As Qualitative Research*, 2nd Edition Columbia University Teachers College Press 1997

Wengraf, Tom *Qualitative Research Interviewing* Sage 2001

Wilkinson Ian F. and Young Louise (2004) "Improvisation and Adaptation in International Business Research" in R. Marshan-Piekkari and C. Welch eds. *Handbook of Qualitative Research Methods for International Business* Edward Elgar, 207-223

T. Zalan and G. Lewis "Writing about methods in qualitative Research: Towards a more transparent approach" in R. Marshan-Piekkari and C. Welch eds. *Handbook of Qualitative Research Methods for International Business* Edward Elgar, 507-528

M. Hammersley and P. Atkinson chs 1 and 2 in *Ethnography: Principles and Practices* Second Edition Routledge. 1995

Richard Wilk "The impossibility and necessity of re-inquiry: Finding Middle Ground in Social Science" *JCR* Sept 2001 308-312

Craig Thomson "A reinquiry of reinquiries – postmodern proposal for critical reflective research" *JCR* June 2002, 142-146

S. Fournier and J. L. Yao, "Reviving Brand Loyalty...", *IJRM* 1997

C. J. Thompson "Interpreting Consumers: A Hermeneutical Framework for Deriving Marketing Insights from the Texts of Consumers' Consumption Stories" *Journal of Marketing Research* 34 (November) 1997, 438-455

4) 21 Aug: Interpretive Research (continued)

E. J. Arnould and Craig J. Thompson "Consumer Culture Theory (CCT): Twenty Years of Research" *Journal of Consumer Research*, 31 (March) 2005, 868-882

W. H. Starbuck "Why I Stopped Trying to Understand the Real World" *Organization Studies* 25(7) 2004, 1233-1254

P. C. Henry "Social Class, Market Situation, and Consumers' Metaphors of (Dis)Empowerment" *Journal of Consumer Research* 31 (March) 2005, 776-778

5,6,7) Aug 23: Introduction to Leximancer (all day workshop)

****NOTE** All students should download a demonstration copy of the Leximancer program from the Leximancer website www.leximancer.com prior to this class, as this will be used to demonstrate and learn more about the program**

Andrew Smith and Michael Humphreys (2006) "Evaluation of unsupervised semantic mapping of natural language with Leximancer" *Behavior Research Methods* 38(2) 262-279

Noel Scott and Andrew Smith (2005) Use of Automated Content Analysis Techniques for Event Image Assessment" *Tourism Recreation Research* 30 (2) 87-91

N.J. Martin and John L. Rice (2007) "Profiling Enterprise Risks in Larger Computer Companies Using the Leximancer Software Tool" *Risk Management* 9, 188-206

**** NOTE** First semester assignment is explained during this seminar and is due for submission and discussion at next seminar**

8) 28 Aug: Case Studies

P Pauwels and P. Matthyssens "The Architecture of Multiple Case Study Research in International business" in R. Marschan-Piekkari and C. Welch (eds) *Handbook of Qualitative Research Methods for International Business*, Cheltenham, UK Northampton, MA: Edward Elgar 2004

Lars-Erik Gadde and Anna Dubois "Systematic combining: an abductive approach to case research" *Journal of Business Research* 55, 2002 553-560

Das Narayandas and V. Kastri Rangan “Building and Sustaining Buyer-Seller Relationships in Mature Industrial Markets” *Journal of Marketing* July 2004, 63-67

E. Wilson and A. Woodside “Degrees of Freedom Analysis of Case Data in Business Marketing Research” *Industrial Marketing Management*, 28 1999, 215-229

Additional References:

G. Easton “One case study is enough” Working Paper University of Lancaster 2003

Catherine Welch (2000) “The archeology of business networks: the use of archival records in case study research” *Journal of Strategic Marketing*, 8 197-208

W. Johnston “Theory Testing using case studies in Business to Business Marketing” *Industrial Marketing Management* 1999 201-3

A. L. George and A. Bennett *Case Studies and Theory Development in the Social Sciences*, MIT Press 2005

Yin, Robert K. *Case Study Research: Design and Method* Sage Applied Social Research Methods Series Vol 5 1994

William D. Wells “The Perils of N=1” *Journal of Consumer Research* December 2001 494-499

Arch G Woodside; Elizabeth J Wilson “Case study research methods for theory building” *The Journal of Business & Industrial Marketing* Volume 18, Number 6/7

N. Coviello and Kristina A-M Martin “Internationalisation of Service SMEs: An Integrated Perspective from the Engineering Consulting Sector” *J of international Marketing* 7:4 1999 42-66

9) October 2: First Assignment Debrief and Presentations

10) 9 Oct: The Nature and Limits of Manager Surveys in Marketing and Business Research

March, J. G. and Sutton, R.I. (1997) “Organisational Performance as a Dependent Variable” *Organizational Science* 8 (6) 698-706.

Baiding Rong and Ian Wilkinson (2007) “Reinterpreting the Market Orientation-Performance Relationship: A Psychological Approach” Working Paper School of Marketing, UNSW

K. Ailawadi, R. Dant and D. Grewal “Perceptual and Objective Performance Measures: An Empirical Analysis of the Difference and its Impact” Working Paper, Dartmouth College, December 10, 2003

Additional Reading

J. W. Alba and J. W. Hutchinson “Knowledge Callibration: What Consumers Know and What they think they know” *JCR* Sept 2000 123-156

Ian F. Wilkinson “When do Managers think their firm is Market Oriented?” Paper for ANZMAC Perth December 2005

U. M. Doholkia and V. Morowitz “Scope and Persistence of Mere Measurement Effects” *Journal of Consumer Research* September 2002, 159-167

11) 16 Oct: Network Analysis

David Krackhardt (1992) “The Strength of Strong Ties: The Importance of Philos in Organizations” in N. Nohria and R.G. Eccles eds. *Networks and Organizations: Structure, form and action* Boston, Harvard UP, 216-239

R. Burt (2004) “Structural Holes and Good Ideas” *American Journal of Sociology* 110 (2) 349-399

Peter V. Marsden (2005) “Recent Development in Network Measurement” in PJ Carrington, J. Scott and S. Wasserman eds. *Models and Methods in Social Networks* Cambridge UP, 8-30

Additional Reading

Walter W. Powell, Douglas R. White, Kenneth W. Koput, Jason Owen-Smith “Network Dynamics and Field Evolution: The Growth of Interorganizational Collaboration in the Life Sciences” *American Journal of Sociology* January 2005, 1132-1205

Gerrit Rooks, Werner Raub, Robert Selten and Frits Tazelaar “How Inter-firm Co-operation Depends on Social Embeddedness: A Vignette Study” *Acta Sociologica* 43 2000, 123-137

Deirdre M. Kirke “Chain reactions in adolescents’ cigarette, alcohol and drug use: similarity through peer influence or the patterning of ties in peer networks?” *Social Networks* 26 (2004) 3–28

B. Wellman “Network Analysis: Some Basic Principles” in PV Marsden and N. Lin eds *Social Structure and Network Analysis* Sage 198?

Dawn Iacobucci, G. Henderson, A. Mercati and J. Chang “Network Analyses of Brand Switching Behaviour” *International Journal of Research in Marketing*, 13, 1996 415-429

12) 23 Oct: Complexity

J.H. Miller and S.E. Page (2007) “Complexity in Social Worlds” Ch 1 *Complex Adaptive Systems*, Princeton University Press

D. Samuelson and C.M. Macal (2007) “Agent-Based Simulation Comes of Age” *OR/MS Today* 33.4 34-38

R. Axtell and J. Epstein “Agent Based Modelling: Understanding our Creations” *Bulletin of the Santa Fe Institute*, Winter 1994, 28-32

N. S. P, Tay and R. F. Lusch (2005) “A preliminary test of Hunt’s General Theory of Competition: using artificial adaptive agents to study complex ill-defined environments” *Journal of Business Research* 58, 1155-1168

Additional References

Timothy A. Kohler, George J. Gumerman and Robert G. Reynolds “Simulating Ancient Societies” *Scientific American* July 2005, 77-84

J.P Davis, K. Eisenhardt and C. Bingham (2007) “Developing Theory through Simulation Methods” *Academy of Management Review* 32:2 480-499

Leigh Tesfatsion “Agent-Based Computational Economics: A Constructive Approach to Economic Theory” in L. Tesfatsion and K. L. Judd (editors), *Handbook of Computational Economics, Volume 2: Agent-Based Computational Economics*, Handbooks in Economics Series, North-Holland, 2006.

J D. Sternman “Business Dynamics: Systems Thinking and Modeling for a Complex World” Boston McGraw-Hill 2000, 3-40.

Mitchell Waldrop *Complexity* (a delightful and readable account of the development of the are and the people involved)

Anderson, Philip, Meyer, Alan, Eisenhardt, Kathleen, Carley, Kathleen, Pettigrew, Andrew Introduction to the Special Issue: Applications of Complexity Theory to Organization Science. *Organization Science*. 10 (May-June 1999): 233–236

Jacob Goldenberg, Barak Libai and Eitan Muller “ Using Complex Systems Analysis to Advance Marketing Theory Development” *Academy of Marketing Science Review* [Online] 2001