



## MKT 372 Research Topics Marketing: Sharing Economy (rev 3/27/23)

UNIQUE # 06150

Spring 2023

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**CLASS MEETS:** 11:00am-12:30pm, TTH, CBA 4.348

**Instructor:** Dr. Susan Broniarczyk (Dr. B)

**Office:** CBA 7.246

**Pronouns:** she/her/hers

**Email:** susan.broniarczyk@mcombs.utexas.edu

**Phone:** 512-471-5423

**Office hours:**

TTH 12:30-1:30

and by appointment

**TA:** Nikkita Sarna (PhD student)

Office: 5.336 (PhD Lounge)

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Office hours:

F 9:30–10:30

and by appointment

### Course Description

The sharing economy has transformed business models including transportation, real estate, retail, financial, human resources, and entertainment. This course will involve a deep dive using the scientific method to explore key components of the sharing economy (IT platform mediation, peer-to-peer, on-demand) and its implications for institutions (consumers, firms, regulatory entities) and marketing processes (innovation, brands, customer experience, value appropriation).

This course will provide students with an understanding of the sharing economy and a ‘research toolbox’ to make evidence-based recommendations for strategic decisions. Students will learn the various components of the sharing economy and gain knowledge of cutting-edge academic research on the sharing economy. Students will also learn each step of the research process and apply those skills to conduct their own hands-on research project related to the sharing economy. Students will learn critical analysis skills, how to ask the right questions, choose the appropriate metrics, determine the best data to answer a research question, design experiments to test hypotheses, and learn various methodologies to analyse text. You will also enhance your collaboration skills through a partner research project.



The course material consists of current readings from academic journal articles, select chapters of textbook research readings, and business press articles, as well as guest speakers from academia and industry. This course offers a unique opportunity to be exposed to original primary academic research rather than distilled summaries of research conclusions in a business textbook. You will have an opportunity to learn firsthand the key steps and decisions involved in research and how to assess the validity of the research conclusions. Deliverables include lively discussion, mini-assignments, hands-on data projects, individual research proposal, and end of semester partner research project.

Learnings from this course will benefit a range of careers including consulting, UX research, marketing research, consumer insights, business policy, management information systems, brand management, and pursuit of masters and PhD business degrees.

## COURSE PHILOSOPHY

This course will primarily be seminar style with a guided discussion of learning materials and hands-on application of research concepts. A typical class will begin with the professor providing fundamental learnings regarding a research topic or method and then the class will jointly discuss its application to a sharing economy research paper or data set. My teaching philosophy is to facilitate a comfortable, supportive classroom environment that promotes active learning and critical thinking. Each member of the class is a key part of the learning process. We learn from the insights of each other. I expect you to come to class prepared, ask questions and participate, and be respectful of your fellow students.

## COURSE OBJECTIVES

This course is intended to enhance:

- 1) **Critical Thinking:** You will gain a respect for scientific evidence and reasoning and ability to critically analyze a situation with clarity and precision. This includes challenging the accepted position by considering alternative perspectives, ability to ask the right questions, ability to gather relevant information, ability to think through solutions and conclusions, and ability to communicate your position clearly in writing and orally.
- 2) **Knowledge Base of the Sharing Economy:** You will know and understand existing marketing theory on the sharing economy and current challenges with the sharing economy. You will develop research to contribute to new knowledge on the sharing economy.
- 3) **Research Skill Set:** You will be able to identify, analyze, interpret, and evaluate data related to the sharing economy. You will learn techniques to conduct qualitative data interviews, experiments, and text analysis using LIWC software that can be applied to all business problems.

## COURSE MATERIALS

**You do not need to purchase any materials for this class.**

Readings for each class period will be uploaded to Canvas no later than one week in advance of the relevant class. These readings include peer-reviewed research articles, book chapters, and popular press articles available from UT Libraries.

You will be provided with a license to Linguistic Inquiry and Word Count (LIWC) software for text analysis. Copies of the PowerPoint slides for the material covered in class will be posted to Canvas after class.

## CLASS MEETINGS

Class meetings will be conducted entirely in-person, except when the university advises online only courses due to COVID conditions or inclement weather. While our classroom assigned for this course enhances small group discussions and teamwork on partner, it is not optimally designed for hybrid class session recordings. Students who cannot attend an in-person class session due to COVID illness/quarantine or other justifiable reasons should proactively communicate and collaborate with the instructor, teaching assistant and classmates to ensure they are able to achieve the course's learning objectives, engage with their fellow classmates and partner for final project, and complete all required assignments.

## INFORMATION IN THIS SYLLABUS IS SUBJECT TO CHANGE

**THE SYLLABUS WILL BE UPDATED TO REFLECT CHANGES. ANY AND ALL CHANGES WILL BE ANNOUNCED IN CLASS AND CANVAS WITH SUFFICIENT ADVANCE NOTICE.**

## COURSE DELIVERABLES AND EVALUATION

Your grade in this course will be determined by the following factors:

<b>Component</b>		
◆	Assignments (5@5 pts each)	25 points
◆	Participation	15 points
<b>Data Projects:</b>		
◆	Qualitative Data Interviews	10 points
◆	Ratings Analysis	10 points
◆	Text Analysis	10 points
<b>Original Research Project</b>		
◆	Individual Research Proposal	10 points
◆	Partner Final Research Project	20 points
<b>Total</b>		<b>100 points</b>



**Grade Basis:**

	B+ 87-89%	C+ 77-79%	D+67-69%
A 93-100%	B 83-86%	C 73-76%	D 63-66%
A- 90-92%	B- 80-82%	C- 70-72%	F Below 63%

**All course deliverables are to be submitted to Canvas by 8am on due date.**

Re-grading. Requests to have a grade reconsidered should **be submitted in writing**. If you would like to submit a request, or if you would just like to discuss your grade in general, wait at least 48 hours after an assignment is returned to you. This timing will facilitate a rational, objective discussion of the merits of the case. No re-grading will be considered more than 10 days after the assignment is returned to you, unless it is a matter of a math error.

**ASSIGNMENTS (5 @ 5 POINTS = 25 POINTS)**

There are six (6) brief one-page assignment worksheets with your highest five (5) assignments counting toward your final grade. Assignment worksheets will be posted on Canvas and **are to be submitted by 8am the date they are due. Late assignments not accepted.**

**1. Assignment 1 (January 17): Sharing Economy Definition**

Propose your own definition of the sharing economy including required and optional components. Justify why it is better than Eckhardt et al.'s ("Marketing in the Sharing Economy" article) definition of the sharing economy.

**2. Assignment 2 (January 24): Sharing Economy Research Questions**

- a). Discuss which research question from Eckhardt et al.'s ["Marketing in the Sharing Economy" article – see Appendix (p.22)] interests you most and why it interests you.
- b) Propose an original research question.
  - i. Classify your research idea using Joireman and van Lange's 8 styles for discovering ideas.
  - ii. Discuss how answering this research question would enhance knowledge of the sharing economy.

**3. Assignments 3 - 6: Article Summary Sheet**

Complete article summary sheet for assigned day reading.



### COURSE PARTICIPATION (15 POINTS)

Course participation does not just mean attending class. It means participation in the class as a whole and the quality of that participation.

**Attendance.** Attendance is essential and expected. Obviously, you cannot participate if you do not attend class. **If you are sick or experience an emergency situation, please contact Dr. B via email by 8am prior to the class to ascertain if an excused absence will be granted.**

**You are granted two unexcused absences from Jan. 12 – April 13 without penalty so use them wisely (e.g., interviews.). After that, if you must miss a class, a one-page executive summary of that session's readings must be submitted prior to the class to avoid negative points towards your participation grade. Attendance at final research project presentations on April 18 and April 20 is mandatory as your input will factor into other team's presentation grades.**

**In-Class Participation.** You should be thoroughly prepared to discuss the readings and assignments for each class session. Each day when class begins, several students may be selected at random to lead discussion of readings or assignments.

Class participation is evaluated on the quality of your participation and its contribution to improving the learning experience of the class. Note that quality is not necessarily a function of quantity. Quality is assessed by preparation, argument strength (well-supported points), and the extent to which the entire class benefited from your comments. Your participation will be assessed on a daily class basis with 1=Non-participant, 2=Value add participation, 3=Excellent participation for the class period.

Many people are intimidated by the "obligation" of speaking up in class. Don't be. Your anxiety will be reduced only through practice! Getting comfortable with public speaking will give you a HUGE career advantage. Here's the secret to cutting your stress level - BE PREPARED. Your class participation grade is weighted heavily in favor of quality over quantity.

Bringing in a current event (usually an article from a newspaper or magazine, or sometimes an ad, promotional material, or actual new product) can also positively contribute to participation. It should be relevant to the topic we are discussing in class. State why you found it interesting and how it is relevant. Reading the marketing and advertising columns of the newspapers and business press can provide great opportunities for class participation.



**Final Participation Grade.** Your class participation grade will be determined by a curve of your cumulative class participation points. The class average = 88% and top participation score = 100%.

**DATA PROJECTS: (3 @ 10 POINTS = 30 POINTS)**

There are three data projects which **are to be submitted by 8am the date they are due. Late data projects will receive a 10% grade reduction for every day late.**

**1. Qualitative Interviews (~~January 31~~ February 2-February 5)**

The purpose of qualitative interviews is to help you understand the shared economy business or service through the eyes of the consumer: What does the shared economy business or service mean to the consumer?; Does the consumer view the shared economy business favorably or unfavorably? What attributes and benefits does the consumer ascribe to this sharing economy business? This exploration into the shared economy business meaning may help generate future research questions to explore. You will complete one ZMET and one in-depth laddering interview (each is to be completed with a different user of the shared economy business) by **January 31**. Complete transcripts of these interviews including scanned images from ZMET should be included in a Word appendix. Interview question and answers in bullet form are OK as long as they capture complete insight.

**2. Ratings Data Analysis (~~February 21~~February 23)**

Building off Filippas, Horton, and Golden's ("Reputation Inflation") paper, you will examine ratings skew in a provided dataset.

**3. Text Analysis (March 2)**

Using the LIWC software, you will analyze text from a provided dataset (e.g., YELP) to assess overall sentiment, specific sentiment characteristics, and text comparisons for high versus low review ratings.

**INDIVIDUAL RESEARCH PROPOSAL (10 POINTS): MARCH 9**

You will propose a behavioral experiment related to the sharing economy. Think both critically and creatively about an interesting question – one that you actually want to answer! The research proposal will be evaluated on its own merits, and used to assign your partner for the Final Partner Research Project. The scope of the experiment should be a study whereby you can realistically complete data collection and analysis by the end of the semester.

**PARTNER RESEARCH PROJECT (20 POINTS): APRIL 18**

You will be assigned a partner for the final research project. Assignment will be determined by Dr. B based on the content of your individual research proposals. Your partnership will work together to extract *one* research



question from the ideas presented in each individual research proposal. This research question may be created by combining elements of both individual proposals, adapted from one proposal, or a new experiment idea. The goal is to identify the most interesting, important, and tractable research idea. The final project should reflect deep dive reading in your selected sharing economy topic (beyond what is included in this syllabus).

**On March 30, you will submit a 2-page partner research proposal.** This preliminary proposal will be ungraded and utilized for joint discussion meeting with Dr. B. Dr. B will serve in a consultant role to provide constructive feedback and help strengthen your final research proposal.

You will then take this final research proposal idea to the finish line in an actual experimental study whereby you design, execute and collect data, analyze the results, and interpret the results. You will report the results of your research in two forms: a partner project report and a partner presentation. The partner project report (approximately 10-12 pages + appendices) may be adapted from the partner project proposal but should be updated to include details about the collection and analysis of the data and discussion of conclusions and implications for the sharing economy. Also the final project report shifts gears from asking a research question in the proposal to making an argument based on your findings in the final report. **Partner final research project reports are due on April 18.**

**Each partner presentation will be approximately 15 minutes long + Q&A from the class occurring on April 18 and April 20.** The presentation will include: an overview of your idea/question, how this question relates to and is important to the sharing economy, methodology to answer this question, data collection details, results analysis, conclusions, and discussion of implications and limitations.

A detailed research project specification and grading rubric will be uploaded to Canvas when appropriate. Note your individual grade for the partner final research project will be determined by a combination of: 1) grade assigned by Dr. B, 2) evaluation by the class, and 3) peer evaluation by your partner.

## MCCOMBS CLASSROOM PROFESSIONALISM POLICY

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the Texas BBA experience hinges on this. You should treat the Texas BBA classroom as you would a professional corporate environment. Faculty are expected to be professional and prepared to deliver value for every class session. Students are expected to be professional in all respects. The Texas BBA classroom experience is enhanced when:

- Students arrive on time. On-time arrival ensures that classes are able to start and finish at the scheduled time. On-time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.



- Students display their name cards. This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
- Students are fully prepared for each class. Much of the learning in the Texas BBA program takes place during classroom discussions. When students are not prepared, they cannot contribute to the overall learning process. This affects not only the individual but their peers who count on them, as well.
- Students respect the views and opinions of their colleagues. Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- Technology is used to enhance the class experience as directed by the professor during hands-on data applications. Otherwise, **the policy is that all laptops, cell phones, and other electronic devices are to be turned off for the duration of the class** to promote student engagement and discussion. When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand, they are doing themselves and their peers a major disservice. Those around them face additional distractions. Fellow students cannot benefit from the insights of the students who are not engaged.

## ADDITIONAL POLICIES

### DISABILITY AND ACCESS

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability & Access (D&A). Please refer to the D&A website for more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

### POLICY ON SCHOLASTIC DISHONESTY

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program's Statement on Scholastic Dishonesty at <http://my.mcombs.utexas.edu/BBA/Code-of-Ethics>. By teaching this course, I have agreed to observe all faculty responsibilities described there. By enrolling in this class, you have agreed to observe all student responsibilities described there. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic





dishonesty will be strictly enforced. You should refer to the Student Conduct and Academic Integrity website at <http://deanofstudents.utexas.edu/conduct/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

### USE OF ARTIFICIAL INTELLIGENCE IN COURSEWORK

To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit the output from artificial intelligence (AI) systems such as ChatGPT or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Students may use AI as part of their research and preparation for assignments, but text submitted must be written by the student. Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.

### CLASS RECORDING PRIVACY

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

### DIVERSITY, EQUITY AND INCLUSION

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

### TITLE IX DISCLOSURE

Beginning January 1, 2022, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, report any information to the [Title IX Office](#) regarding sexual harassment, sexual assault, dating violence, and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX related incident, please remember that I will be required to report this information.

Although graduate teaching and research assistants are not subject to Texas Education Code, Section 51.252, they are [mandatory reporters](#) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits



discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a Case Manager for Support and Resources, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: [supportandresources@austin.utexas.edu](mailto:supportandresources@austin.utexas.edu). A Case Manager can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu), or call 512-471-0419.

### STUDENT RIGHTS & RESPONSIBILITIES

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others. • Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

### SHARING OF COURSE MATERIALS IS PROHIBITED

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets,



may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. The University is well aware of the sites used for sharing materials, and any materials found on such sites that are associated with a specific student, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the [Office of the Dean of Students](#). These reports can result in sanctions, including failure of the course.

### RELIGIOUS HOLY DAYS

By [UT Austin policy](#), you must notify me of your pending absence as far in advance as possible to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

### NAMES AND PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity & expression, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "chosen name" with the registrar's office, which you can do so [here](#). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit [this site](#). More resources are available on the Gender and Sexuality Center's website, [www.utgsc.org](http://www.utgsc.org).

### CARRYING OF HANDGUNS ON CAMPUS

Texas' Open Carry law expressly prohibits a licensed to carry (LTC) holder from carrying a handgun openly on the campus of an institution of higher education such as UT Austin. Information about Campus Carry can be found at this [link](#). Depending on the instructor's preferences, the following verbiage about Campus Carry could be used in their syllabus:

"Students in this class should be aware of the following university policies:

- Students in this class who hold a license to carry are asked to [review the university policy regarding campus carry](#).
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.



- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.
- Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a “legally effective” means of notification in its own right.”

### CAMPUS SAFETY

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767,

- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit [emergency preparedness](#).

### CLASSROOM SAFETY AND COVID-19

- For any illness, students should stay home if they are sick or contagious, not only to stop the spread, but also to prioritize their personal well-being.
- UHS provides [symptomatic COVID-19 testing](#) for students. Schedule your appointment by calling 512-471-4955 or online within the [MyUHS patient portal](#). Learn more about [symptomatic COVID-19 testing](#) here.
- Disposable masks are available for students at the William C. Powers, Jr. Student Activity Center and the Texas Union hospitality desks.
- The [exposure action chart](#) offers guidance on what to do if you have been exposed to someone who has COVID-19 or if you test positive. If you experience symptoms, stay home, isolate, and follow instructions for symptomatic in the chart.
- Stay up-to-date on [COVID-19 vaccinations](#) by getting all available boosters when eligible. Vaccines are available through University Health Services.



- Additionally, UHS maintains up-to-date resources on COVID-19, which can be found here: [COVID-19 Information and Resources](#).

### BEHAVIOR CONCERNS

If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at <https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050. Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

## UNIVERSITY RESOURCES FOR STUDENTS

### COUNSELING AND MENTAL HEALTH CENTER:

Your mental health is paramount. If you experience academic stress, difficult life events, or feel anxious. Strongly encourage seeking support [resources](#) including [Counselors in Academic Residence \(CARE\) Program](#).

### UNIVERSITY HEALTH SERVICES (UHS)

Your physical health and wellness are a priority: visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

### SANGER LEARNING CENTER

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's services: [Sanger Learning Center](#) or call 512-471-3614 (JES A332).

### STUDENT EMERGENCY SERVICES

UT's [Student Emergency Services](#) provides assistance, intervention, and referrals to support students navigating challenging or unexpected issues that impact their well-being and academic success. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, please register with [Student Emergency Services](#). SES will verify your situation and notify your professors.



**COURSE OUTLINE**

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at [utexas.instructure.com](http://utexas.instructure.com). Check this site regularly and use it to ask questions about the course schedule.

**Changes** to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible).

Week	Date	Day	Class Topic	Assignments Due
1.	1/10	T	<p><b>Introduction</b></p> <p>“Sharing Economy Isn’t About Sharing At All” (Eckhardt and Bardhi, <i>Harvard Business Review Digital</i>, 2015)</p> <p>“Do Airbnb and Vrbo Back Up Their Vacation Rental Guarantees? Here’s What You Should Know” (Elliott, USA Today, June 10, 2022)</p>	
2.	1/12	TH	<p><b>Sharing Economy Definition</b></p> <p>“Marketing in the Sharing Economy” (Eckhardt et al., <i>Journal of Marketing</i>, 2019): Read pp. 5 -8</p>	<b>Resume</b>
3.	1/17	T	<p><b>Research Primer 1: Generating Interesting Research Questions</b></p> <p>“Discovering High Quality Ideas: The Many Roads to Rome” (Joireman and Van Lange, <i>How to Publish High Quality Research</i>, 2014, Chapter 1, pp.19-28)</p> <p>“Why Isn’t Business Research More Relevant to Business Practitioners?” (Nobel, Working Knowledge Harvard Business, 2016)</p>	<b>Assignment 1</b>
4.	1/19	TH	<p><b>Sharing Economy Effects: Marketing Institutions, Process, and Value Creation</b></p> <p>“Marketing in the Sharing Economy” (Eckhardt et al., <i>Journal of Marketing</i>, 2019): Read pp. 8 - 22</p>	
5.	1/24	T	<p><b>Research Primer II: Qualitative Research</b></p> <p>“Using laddering to understand and leverage a brand’s equity” (Wansink, <i>Qualitative Market Research</i>, 2003).</p> <p>“Seeing the Voice of the Customer: Metaphor-Based Advertising Research” (Zaltman and Coulter, <i>Journal of Advertising Research</i>, 1995)</p> <p><u>Optional Background</u>: “Sharing is Caring? Conflict and Value Codestruction in the Case of Sharing Economy</p>	<b>Assignment 2</b>



			<p>Accommodation” (Apostolidis and Brown, <i>Journal of Hospitality &amp; Tourism Research</i>, 2022) – See Appendix for Laddering Examples</p> <p><u>Optional Background:</u> “Exploring the ZMET methodology in services marketing” (Hancock and Foster, <i>Journal of Services Marketing</i>, 2018).</p>	
6.	1/26	TH	<p><b>Research Primer III: Types of Business Research, Validities, Measurement</b></p> <p>“When is Ours Better Than Mine? A Framework for Understanding and Altering Participation in Commercial Sharing Systems” (Lamberton and Rose, <i>Journal of Marketing</i>, 2012)-Read pp. 109-116.</p>	
	1/31	T	<b>Class canceled due to ice storm</b>	
	2/2	Th	<b>Class canceled due to ice storm</b>	
	2/5			<b>Data Project 1</b>
7.	Video		<b>Research Primer III: Descriptive Research</b>	
8.	2/7	T	<p><b>Guest Speaker: Gig Economy</b>  <b>Dennis Dahlmann, GetSales</b></p>	
9.	2/9	TH	<p><b>Research Primer III: Descriptive Research</b></p> <p>“Racial disparities in the sharing economy: Evidence from more than 100,000 Airbnb hosts across 14 countries” (Jaeger and Slegers, <i>Journal of Association of Consumer Research</i>, forthcoming 2023).</p> <p><b>Experimentation</b></p>	
10.	2/14	T	<p><b>Research Primer IV: Experimentation</b></p> <p>“Object Valuation and Non-Ownership possession: how renting and borrowing impact willing-to-pay” (Bagga, Bedle, and Cotte, <i>Journal of the Academy of Marketing Science</i>, 2019) – Read pp.97-108</p>	<b>Assignment 3</b>
11.	2/16	TH	<p><b>Research Primer V: Data: Ratings Systems</b></p> <p>“Reputation Inflation” (Filippas, Horton, and Golden, <i>Marketing Science</i>, 2022)</p>	
12.	2/21	T	<p><b>Guest Speaker: Sharing Economy</b>  <b>Hale Erkan, IROM PhD Student</b></p> <p>“Why So Many Scooters? A Policy Analysis”, Erkan et al., 2023</p>	
13.	2/23	TH	<p><b>Research Primer VI: Text Analysis</b></p> <p>“The Psychological Meaning of Words: LIWC and Computerized Text Analysis Methods” (Tausczik and Pennebaker, <i>Journal of Language and Social Psychology</i>, 2010)</p>	<b>Data Project 2</b>



			<p><u>Background Optional</u>: “A Way with Words: Using Language for Psychological Science in the Modern Era” (<i>Consumer Psychology in a Social Media World</i>, Chapter 14, Boyd and Pennebaker, 2010)</p> <p><u>Background Optional</u>: “Hey Siri, I love you: People feel more attached to gendered technology” (Martin and Mason, <i>Journal of Experimental Social Psychology</i>, 2023).</p>	
14.	2/28	T	<p><b>Research Primer VI: Text Analysis</b></p> <p>“Why We Don’t Rent What Others Love: The Role of Product Attachment in Consumer-to-Consumer Transactions” (Graul and Brough, <i>Journal of Consumer Psychology</i>, 2020)</p> <p>LIWC Tutorial Resources</p> <ul style="list-style-type: none"> <li>• Pennebaker’s YouTube page (<a href="https://www.youtube.com/@jwpennebaker">https://www.youtube.com/@jwpennebaker</a>)</li> <li>• LIWC Operation Manual (2015)</li> <li>• LIWC Language Manual (2015)</li> </ul>	
15.	3/2	TH	<b>Research Primer VI: Text Analysis</b>	
	3/3	F		<b>Data Project 3</b>
16.	3/7-3/8		<b>Individual Research Proposal Consultation</b>	
17.	3/7	T	<p><b>Guest Speaker: Sharing Economy Finance Prof. Caitlin Gorback</b></p> <p>Optional: “Ridesharing and the Redistribution of Economic Activity”</p>	
18.	3/9	TH	<b>Individual Research Proposal Presentations</b>	<b>Research Presentation</b>
	3/10	F		<b>Research Proposal</b>
			<b>SPRING BREAK</b>	
19.	3/21	T	<p><b>Research Primer VII: Field Studies</b></p> <p>“Providers Versus Platforms: Marketing Communications in the Sharing Economy” (Costello and Reczek, <i>Journal of Marketing</i>, 2020): Read Intro, Study 1 &amp; 2A (pp.22-29)</p>	
20.	3/23	TH	<p><b>Research Primer VII: Field Studies</b></p> <p>“Caring for the Commons: Using Psychological Ownership to Enhance Stewardship Behavior for Public Goods” (Peck et al., <i>Journal of Marketing</i>, 2021): Read Intro, Study 1 - Study 3 (pp.33-41), General Discussion (pp.43-45).</p>	<b>Assignment 4</b>





21.	3/28	T	<p><b>Research Primer VIII: Natural Experiment</b></p> <p>“Demand Interactions in Sharing Economies: Evidence from a Natural Experiment Involving Airbnb and Uber/Lyft” (Zhang et al., <i>Journal of Marketing Research</i>, 2022) (45 minutes) Read pp. 374-391.</p> <p>Guest Speaker: Sharing Economy (30 minutes)          Andy Kraft, MKT PhD Student          “How Do Peer-to-Peer Platforms Affect Durable Asset Prices? Theory and Evidence from a Natural Experiment” – Presentation on a different research Q from same Austin Uber/Lyft event</p>	
22.	3/30	TH	<b>Final Project Consultation Meeting</b>	<b>Preliminary Partner Proposal</b>
23.	4/4	T	<p>“Buy Less, Buy Luxury: Understanding and Overcoming Product Durability Neglect for Sustainable Consumption” (Sun et al., <i>Journal of Marketing</i>, 2021): Read Intro, Study 1-4 (pp.28-36), General Discussion (pp.38-41)</p>	<b>Assignment 5</b>
24.	4/6	TH	<p><b>Meet in CBA 7.204</b></p> <p><b>Guest Speaker:</b> Allison Vigil, President, Rocksbox(30 minutes)</p> <p><b>In-class project time</b> (45 minutes)</p>	
25.	4/11	T	<p>“A Turn of the Tables: Psychological Contracts and Word of Mouth about Sharing Economy Platforms When Consumers Get Reviewed” (Rifkin et al., <i>Journal of Consumer Research</i>, forthcoming): Read Intro, Study 1 - Study 3a (pp.1-9); General Discussion (pp.17-20)</p>	<b>Assignment 6</b>
26.	4/13	TH	<b>Guest Speaker: Sharing Economy</b>	
27.	4/18	T	<b>In-class project time</b>	
28.	4/20	TH	<b>Final Project Presentations</b>	
	4/21	F		<b>Partner Research Project</b>



Week	Date	Day	Class Topic	Assignments Due
1.	1/10	T	Introduction	
2.	1/12	TH	Sharing Economy Definition	Resume
3.	1/17	T	Research Primer 1: Generating Interesting Research Questions	Assignment 1
4.	1/19	TH	Sharing Economy Effects: Marketing Institutions, Process, and Value Creation	
5.	1/24	T	Research Primer II: Qualitative Research	Assignment 2
6.	1/26	TH	Research Primer III: Types of Business Research, Validities, Measurement	
	1/31	T	Class canceled due to ice storm	
	2/2	TH	Class canceled due to ice storm	
	2/5			Data Project 1
7.	Video		Descriptive Research	
8.	2/7	T	Guest Speaker	
9.	2/9	TH	Research Primer III: Descriptive Research	
10.	2/14	T	Research Primer IV: Experimentation	Assignment 3
11.	2/16	TH	Research Primer V: Data: Ratings Systems	
12.	2/21	T	Guest Speaker: Sharing Economy	Data Project 2
13.	2/23	TH	Research Primer VI: Text Analysis	
14.	2/28	T	Research Primer VI: Text Analysis	
15.	3/2	TH	Research Primer VI: Text Analysis	Data Project 3
16.	3/7- 3/8		Individual Research Proposal Consultation	
17.	3/7	T	Guest Speaker: Sharing Economy	
18.	3/9	TH	Individual Research Proposal Presentations	Research Proposal
			SPRING BREAK	
19.	3/21	T	Research Primer VII: Field Studies	
20.	3/23	TH	Research Primer VII: Field Studies	Assignment 4
21.	3/28	T	Research Primer VIII: Natural Experiment Guest Speaker: Sharing Economy	
22.	3/30	TH	Final Project Consultation Meeting	Preliminary Partner Proposal
23.	4/4	T	Resale Apparel, Sustainable Consumption	Assignment 5
24.	4/6	TH	TBD	



25.	4/11	T	Dual-Sided Reputation Systems: When Platforms Review Consumers	Assignment 6
26.	4/13	TH	Guest Speaker: Sharing Economy	
27.	4/18	T	Final Project Presentations	Partner Research Project
28.	4/20	TH	Final Project Presentations	