Theory Development in Business Administration

BA 601
Fall 2018

Last update: 12/9/2018

Instructor: Khalid R. Al-Adeem, PhD
Email: khalidaladeem@gmail.com  I will be using the email as a main means for communication. If you have an issue using this email, please use this one:
kra3@case.edu
Office: 161
Phone Number: (011) 467 4297 Cell Phone: 0540518179
Office hours: You send me an email to set up a time

From the PhD Program Catalogue:
The effective use of epistemology in generating, defending and clarifying logically rigorous arguments is explored. Students from diverse business disciplines will examine the processes which have guided theory development and theory testing. Attention will focus on what criteria are used to assess the adequacy of explanations and useful theories. Topics include philosophy of science, finding and formulating research problems and questions, literature reviews and searches, basic concepts in measurement, sampling, and qualitative and quantitative research methods and designs. During the course, each student is expected to prepare a research proposal/literature review.

I would like to add: We will make sure you have a solid foundation on the theory of inquiry. We will go in depth in readings that are dedicated solely for the theory of inquiry. Our conversations and readings are extended to falsification as it governs the "knowing" and predominantly what constitutes science at the contemporary time of humanity age. The aim is for you to appreciate our reliance in research on probability theory in testing scientific conjectures. You should comprehend that our knowledge, or I should say "scientific knowledge" as some like to call it, as it stands at the contemporary time is stochastic, that is, it is not certain. That is why we teach you statistics in our PhD program. Moreover, you will be exposed to views of how sciences processes and will have the opportunity of apply it to your discipline. The course concludes with what constitutes an adequate theory.

My Task with you: It is my intention neither to influence you with my own thinking nor to impose my position toward theatrical issues upon any of you. It is my job to prepare you, the best I can, as independent thinkers who can evaluate other people’s efforts, take a position, and support his/her viewpoint. Disciplines virtually are in need of independent scholars who can draw conclusions themselves. It is my judgment that if you adopt somebody’s line of thinking, you have less chance to survive in academe; such a world is full with smart people from all over the world. There is no reward from enslaving your mind and thinking to somebody’s. Similarly, the practice in general is in need of practitioners who can creatively think and deduce answers and solutions when confronted with complex situations. “The best practice” is not the type of answer that reflects a distinguished practitioners nor a research, in my opinion.
**Evaluation:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
<th>What to Expect</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weekly Activities:</strong></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>• Written assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mini projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Exercises</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Active and meaningful participations:</strong></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• Attendance alone does not qualify you to earn these points.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If you are absent, how would you participate?!</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mid-term examination:</strong></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Using Kuhnian interpretation in studying/analyzing how scientifically your discipline (field of knowledge) has progressed</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Final project (Presentation and paper):</strong></td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Instruction will be send to you prior to the examination. Also, we will go over it in the last class so you may gain some familiarity.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Zero tolerance policy with plagiarism:**

If you borrow or use somebody's idea, findings, or words without proper citation and reference, you will be accused of plagiarism. Ignorance will not serve you if it happened nor will ignorance help you. I mean it!
### Topics:

#### Topic 1: Sources of Knowledge 2 weeks

**Introduction:**
Research at the contemporary time lays (is positioned) epistemologically on empiricism/positivism, especially logical empiricism. In doctoral studies that are based on positivist traditions or conventions, a belief of a learner (an individual who is learning) is challenged. Empirical data (facts) challenge taken for a granted belief if facts are not aligned with such a belief. The intent of our opening class is to make you aware of theory of inquiry that dominates epistemology at the current time of humanity age.

**Class Objective:**
- *Deciding yourself* for yourself where you stand on the theory of inquiry.
- Think before doing, that is, to be critical about one's selection about the way we know or construct knowledge for humanity.

**Suggested Readings:**

David Hulme, Sources of Knowledge  


You need to find the article yourself.


Note: in this article, try not to let learning about "relativism" consumes your time. The lecture is on sources of knowledge not the epistemology (theory of knowing). We will get into epistemology, but not on this class.

**Further reading (optional):**


**Topic 2: Modes of reasoning and types of theories 1 week**

• Induction:
• Deduction:
• Theory of Inquiry of John Dewey:

**Required Readings:**


• In this article, you will notice that Ibn Taymiyah is mentioned (see for example p. 19):

**Recommended Reading:**

• Hobhouse, L. T. (1891). Induction and Deduction. Mind, 16(64), 507-520.

**Further reading:**


**Other works of John Dewey if interested:**


Also appeared in:
Topic 3: Positivism and empiricism 2 week

I. Positivism and empiricism:

  - Logical Positivism
  - The Positivist Tradition Matures—The Emergence of Logical Empiricism

Recommended Reading:


Further Reading (optional):


References for you if interested in counter views on positivism:


II. Role of statistics:


**Further Readings (optional):**


Also appeared in:


**Topic 4: Scientific research in Social Science  2 weeks**

0. **Pre- to (I, II, and III): A brief definition on empiricism with a focus on accounting:**


I. **Behavioral research**


II. **generalized causal inference and validity:**


III. **Reality in social life:**


IV. Critique the scientific method:

Recommended Reading:

Topic 5: Science Progress 4 weeks

I. Paradigm: two weeks

Note:
Be sure you get this edition because it has postscript of 1969 edition. The 1969 edition should have the postscript. What Kuhn documents in the postscript is very valuable in the understanding sociology in academe.

An application of Kuhn’s paradigm shift in accounting (optional):

II. Kuhn, Lakatos and Karl Popper: 1 week

III. Burrell and Morgan: 1 week

**Topic 7: Theory, theorization and theorizing: what it is and what it is not… 1 week**

**Required readings:**

**Background (everybody must read):**


**Recommended:**


A good reading of the theory of meaning: you can download it from SDL:

One chapter is sent to you.

Other chapters are:

1 What Is a Theory of Meaning? (I)
2 What Is a Theory of Meaning? (II)
3 What Do I Know When I Know a Language?
4 What Does the Appeal to Use Do for the Theory of Meaning?
5 Language and Truth
6 Truth and Meaning
7 Language and Communication
8 The Source of the Concept of Truth
9 Mood, Force, and Convention
10 Frege and Husserl on Reference
11 Realism
12 Existence
13 Does Quantification Involve Identity?
14 Could There Be Unicorns?
15 Causal Loops
16 Common Sense and Physics
17 Testimony and Memory
18 What Is Mathematics About?
19 Wittgenstein on Necessity: Some Reflections
20 Realism and Anti-Realism