**MKT 5250: Behavioral Theory I**

Fall 2018

**Professor**: Elizabeth Minton, Ph.D.

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**Office:** BU 345

**Office Hours:** Monday 12:20-2:30pm & Wednesday 10:00-10:50am

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**Class Meetings**: Monday 4:35-7:35pm; BU 208

**Course Description:**

This course serves to expose doctoral students to prospective outcomes on consumer behavior (i.e., “CB”) that draw from a variety of disciplines, including marketing, psychology, decision theory, sociology, and cultural anthropology. Students also learn about the different methods researchers employ to study consumers.

**Prerequisites:** MKT 4240, MKT 4520

**Learning Objectives (LO):**

LO1. Understand the breadth of CB including how to read and critique journal articles, proper methods for research, and accompanying theoretical foundations.

LO2. Effectively communicate ideas/findings to academic and practitioner audiences.

LO3. Develop and present interesting and effective presentations.

**Text and Other Requirements (recommended, not required):**

* Handbook of Consumer Psychology by Haugtvedt, Herr, & Kardes (2008)
* Consumer Behavior: Buying, Having, & Being by Solomon (2016)

**Course Format:**

This class is a discussion-based course. You will have the opportunity to participate in discussions as well as lead discussions. Several days are also devoted to paper presentations and paper critiques. Active preparation and participation are essential for success in this course.

**Grade Scale:**

A 94% and above B 83% to 86% C 73% to 76%

A – 90% to 93% B – 80% to 82% C- 70% to 72%

B + 87% to 89% C+ 77% to 79% D 69% and below

B 83% to 86% C - 70% to 72% F Below 60%

**Grade Breakdown:**

Research Ideology 5% Discussion Participation 15%

CB Journal Summary 10% Experimental Paper 50%

Discussion Leader 10% Marketing Theory List 10%

*Total: 100%*

**Assignment Descriptions**

**Research Ideology (5% of grade):**

For the purpose of better understanding your perspective on research and as a guide for your research project, you will complete a research ideology statement at the beginning and end of the semester. These statements should be 1-2 pages, single spaced, with clear headers for each section. Print out and bring to class for the beginning of semester submission; email in with track changes for the end of semester submission. In this ideology statement, answer the following five questions:

1. In your own words, what is research?
2. How do you do it? (What do you do first? Then what? Then what? How do you know when it is done?) If you have not done research before, how do you think you should do it?
3. Why is research intrinsically important to you (other than finishing your dissertation, getting tenure/advancement, playing the game, etc.)?
4. What five words do you associate with the kinds of research you most like doing (or hope to do if you have not done research yet)? Pick one of these words to exemplify your research and use this in the title of your ideology statement. Explain your word choices.
5. Whose minds or behaviors will change with your research? In other words, what stakeholders actually care about your research?

**CB Journal Summary (10% of grade):**

To better understand the main CB journals in the field, each student will summarize the key attributes of one well-ranked CB journal. This summary should be in the form of a PowerPoint presentation of roughly 10 minutes (specific length will be determined based on the number of students in the course). For this summary, review all the articles in the last four issues of your chosen journal (only one student per journal) as well as the latest editorial article. Note that you will want to skim these articles to obtain the relevant information to prevent from this becoming an overly burdensome task. Email the summary presentation to all students and the instructor by the beginning of class on the day it is due. Make sure to include the following items in your summary presentation:

1. Average number of articles per issue
2. Journal provided stats: acceptance rate, desk reject rate, number of submissions/year, etc. (not all of these numbers may be available for every journal)
3. List of theories used (+ frequency for theories used in multiple articles)
4. Frequency of (a) quant, (b) qual, (c) mixed methods, and (d) theory/propositions articles
5. For quant articles, average # of studies/article and frequency of sample sources used (mTurk, students, etc.)
6. General framework of articles (e.g., what is the lit review called, how are hypotheses listed, etc.)
7. Average # of subjects/study distinguished between quant vs. qual articles
8. Journal Citation Reports stats (especially impact factor)
9. List of article topics + frequency/topic
10. Other interesting things you learned

You will choose among the following journals (students must conduct summaries on the first four journals; if there are more than four students in the course, students may choose among the remaining journals):

1. Journal of Consumer Reports (JCR)
2. Journal of Consumer Psychology (JCP)
3. Journal of Marketing Research (JMR)
4. Psychology & Marketing (P&M)
5. Journal of the Association of Consumer Research (JACR)
6. Journal of Advertising (JA)
7. Journal of Consumer Behavior (JCB)
8. Journal of Consumer Marketing (JCM)
9. Journal of Business Research (JBR)
10. Journal of Consumer Affairs (JCA)

**Discussion Leader (10% of grade):**

For the purpose of improving your research analytic and teaching skills, you will lead the course discussion on 1-4 days of the course (depending on the number of students enrolled). Discussion leader days will be selected on the first day of class. See the daily schedule for topic options. If there is not a matching number of students and discussion days, second year students will double up (and next first year students) to lead the remaining days.

The discussion leader’s job is to guide article discussion for the full three hours of class. Before class, the discussion leader must (a) work with other students in the course to divide up readings, and (b) develop a PowerPoint presentation consisting of 8-10 slides summarizing the content of all of the day’s topics/readings in a format for an undergrad CB class. This will become a good reference for article information and prepping to teach CB in the future. The presentation must be emailed to the professor and all students in the class prior to the beginning of class. EVERY student must read the CB textbook and handbook chapters for the week.

**Discussion Participation (15% of grade):**

You are expected to have read the assigned readings prior to class and be actively engaged in course discussion (inclusive of both readings and paper proposal days). Prior to the beginning of each readings class, you must submit a document that contains a one sentence summary of each paper you read written in your own words alongside the article citation information.

**Experimental Paper (50% of grade)**:

To improve your experimental CB research skills, you will collect experimental data and write this into a conference quality paper. Data will be collected either in our experimental lab (free) or on Amazon’s mTurk (you pay), and as part of this you will complete CITI human subjects training and obtain IRB approval. First year students are only expected to report basic summary statistics (e.g., percentages, means), while second year students are expected to conduct full statistical analysis (e.g., ANOVA). The paper topic must relate to some CB concept and be undergirded with CB theory. The experimental component of the paper should be one study with at least two conditions (a control condition and at least one experimental condition). The paper should include an abstract, 4-5 keywords, introduction, conceptual development, study, discussion, practical/theoretical contributions, future research/limitations, and references. All inclusive, the paper should not exceed 20 pages double spaced. Indicate the targeted conference on the abstract page. While paper drafts are not required, you are welcome to turn in a draft of your paper for early feedback. Deliverables associated with this paper are:

1. Proposal presentation with experimental study design (~ 5 min.)
2. Preliminary presentation of data and academic/practitioner implications in the form of a conference presentation; focus on study & data, light on lit review (15 min. max)
3. Polished experimental paper + presentation (20 min. max)
4. One page press release for your paper written for a lay audience
5. Reviews of two other student’s papers, in the form of reviews received from journals (more details and examples provided in class)

All deliverables are due by the beginning of class on the day they are due. The paper, reviews, and press releases are due in print form (also email the reviews to the respective authors), while the presentations should be emailed to the instructor. Please bring three copies of your final paper to facilitate the following week’s reviews. The paper and presentations will be evaluated using the departmental dissertation rubrics (see end of syllabus).

**Marketing Theory List (10% of grade):**

To assist you in writing academic articles in the future, you will keep a reference document listing all theories used in the articles/chapters you read throughout the semester. This document should list theories in alphabetical order alongside a 1-2 sentence description of the theory in your own words and a reference or two to cite for the theory. The completed document will be emailed in at the end of the semester.

**Weekly Schedule & Readings**

NOTE: Additional readings may be assigned and emailed out. I reserve the right to change anything in this syllabus when deemed necessary. When changes are made, you will be notified in class or through email.

**Week #1 (9/5, short 30 minute class): Intro**

1. Review syllabus + assign discussion leaders & introduce theories definition list
2. Go over how to read a journal article + abstract read alouds
3. Introduce research ideology statement

*Assignments Due*: None

*Readings:*

NA

**Week #2 (9/10): CB Overview**

1. Collect & discuss research ideology statement
2. Discussion of what is CB, CB vs. strategy vs. modeling, & weekly readings
3. Introduce next week’s CB journal summaries & requisite skills: overview assignment, show how to access Journal Citation Reports and Cabell’s, talk about tips/tricks with Google Scholar & Web of Science, go over journal rankings sheet, select journals to review

*Assignments Due*: (1) research ideology statement, (2) read weekly readings

*Readings:*

Chapter 1: History of Consumer Psychology in Haugtvedt, C. P., Herr, P., & Kardes, F. (2008). Handbook of consumer psychology. New York, NY: Psychology Press. **(there will be readings from this book most weeks, so hereto forth this will not be cited and just referred to as CB handbook)**

p. 5-26 of Chapter 1: An Introduction to Consumer Behavior in Solomon, M. R. (2016). Consumer behavior: Buying, having, and being (12th ed.). Boston, MA: Prentice Hall. **(there will be readings from this book most weeks, so hereto forth this will not be cited and just referred to as CB textbook)**

Herr, P. M. (2003). On avoiding the fate of the league of semi-superheroes: Consumer psychology and heroic research. Journal of Consumer Psychology, 13(4), 362-365.

MacInnis, D. J., & Folkes, V. S. (2010). The disciplinary status of consumer behavior: A sociology of science perspective on key controversies. Journal of Consumer Research, 36(6), 899-914.

Peracchio, L. A., & Escalas, J. E. (2008). Tell me a story: Crafting and publishing research in consumer psychology. Journal of Consumer Psychology, 18(3), 197-204.

Sheth, J. N. (1992). Acrimony in the ivory tower: A retrospective on consumer research. Journal of the Academy of Marketing Science, 20(4), 345-353.

**Week #3 (9/17): CB Journal Summaries**

1. Each student presents their summaries, active discussion throughout
2. Identify similarities & differences among journals
3. Introduce discussion leader role starting next week

*Assignments Due*: (1) CB journal summary presentation

*Readings:*

Selected CB journal articles from last four issues of journal + latest editorial

**Week #4 (9/24): CB Methodology**

1. Article/chapter discussion, Discussion Leader #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Teacher led: what is experimental research? + experimental paper introduced

*Assignments Due*: (1) discussion leader role for one student, (2) read assigned weekly readings

*Readings:*

Chapter 45 (Measurement Error in Experimental Designs in Consumer Psychology) of CB handbook

Chapter 43 (Self-Reports in Consumer Research) of CB handbook

**Generalizability/External Validity**

Calder, B. J., Phillips, L. W., & Tybout, A. M. (1981). Designing research for application. Journal of Consumer Research, 8(2), 197-207.

Lynch, J. G. (1982). On the external validity of experiments in consumer research. Journal of Consumer Research, 9(3), 225-239.

McGrath, J. E., & Brinberg, D. (1983). External validity and the research process: A comment on the Calder/Lynch dialogue. The Journal of Consumer Research, 10(1), 115-124.

**Sample Sources**

Peterson, R. A. (2001). On the use of college students in social science research: Insights from a second-order meta-analysis. The Journal of Consumer Research, 28(3), 450-461.

Kees, J., Berry, C., Burton, S., & Sheehan, K. (2017). An analysis of data quality: Professional panels, student subject pools, and amazon's mechanical turk. Journal of Advertising, 46(1), 141-155.

Goodman, J. K., Cryder, C. E., & Cheema, A. (2013). Data collection in a flat world: The strengths and weaknesses of mechanical turk samples. Journal of Behavioral Decision Making, 26(3), 213-224.

**Demand Artifacts**

Shimp, T. A., Hyatt, E. M., & Snyder, D. J. (1991). A critical appraisal of demand artifacts in consumer research. Journal of Consumer Research, 18(3), 273-283.

Darley, W. K., & Lim, J. S. (1993). Assessing demand artifacts in consumer research: An alternative perspective. Journal of Consumer Research, 20(3), 489-495.

Shimp, T. A., Hyatt, E. M., & Snyder, D. J. (1993). A critique of darley and lim's "Alternative perspective". Journal of Consumer Research, 20(3), 496-501.

Kwon, E. S., Shan, Y., Lee, J. S., & Reid, L. N. (2017). Inter-study and intra-study replications in leading marketing journals: A longitudinal analysis. European Journal of Marketing, 51(1), 257-278.

**Unique Domains: Cross-Culture & Neuromarketing**

Chidlow, A., Plakoyiannaki, E., & Welch, C. (2014). Translation in cross-language international business research: Beyond equivalence. Journal of International Business Studies, 45(5), 562-582.

De Mooij, M. (2015). Cross-cultural research in international marketing: Clearing up some of the confusion. International Marketing Review, 32(6), 646-662.

Harris, J. M., Ciorciari, J., & Gountas, J. (2018). Consumer neuroscience for marketing researchers. Journal of Consumer Behaviour, 17(3), 239-252.

Ch. 6 (Consumer Neuroscience: Revealing Meaningful Relationships between Brain and Consumer Behavior) of Cambridge Consumer Psychology handbook [Editors: Norton, M., Rucker, D., & Lamberton, C. © 2015]

**Week #5 (10/1): Attitudes**

1. Article/chapter discussion, Discussion Leader #2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Introduce paper proposal presentation + pass out research framework for prepping proposal

*Assignments Due*: (1) discussion leader role for one student, (2) read assigned weekly readings

*Readings:*

Chapter 8 (Attitudes and Persuasive Communication) of CB textbook: pages 263-302 (skip social media/reality engineering sections from p. 293-297)

Chapter 20 (Consumer Attitudes and Behavior) of CB handbook

Chapter 2 (Attitude Change and Persuasion: Past, Present, and Future Directions) of Cambridge Consumer Psychology handbook [Editors: Norton, M., Rucker, D., & Lamberton, C. © 2015]

Chaiken, S., & Stangor, C. (1987). Attitudes and attitude change. Annual Review of Psychology, 38(1), 575-630. *\*\*\*On comps reading list*

**Attitude Change & Measurement**

Friestad, M., & Wright, P. (1994). The persuasion knowledge model: How people cope with persuasion attempts. The Journal of Consumer Research, 21(1), 1-31.

Kumar, V., & Reinartz, W. (2016). Creating enduring customer value. Journal of Marketing, 80(6), 36-68. *\*\*\*On comps reading list*

Reed, A., Wooten, D. B., & Bolton, L. E. (2002). The temporary construction of consumer attitudes. Journal of Consumer Psychology, 12(4), 375-388.

**Week #6 (10/8): Proposal Presentations**

1. Each student presents paper topic + study design proposal (~5 min.)
2. Discussion/critique following each presentation
3. Teacher led: mTurk/data collection techniques overview + IRB approval

*Assignments Due*: (1) experimental paper proposal presentation, (2) CITI human subjects certification – email in print screen of certification, fine if it is from previously so long as it is still current, link to CITI and IRB info: <http://www.uwyo.edu/research/compliance/human-subjects/index.html>

*Readings:*

NA

**Week #7 (10/15): Judgment & Decision Making (JDM)**

1. Article/chapter discussion, Discussion Leader #3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Assignments Due*: (1) discussion leader role for one student, (2) read assigned weekly readings

*Readings:*

Chapter 9 (Decision Making) of CB textbook: p. 313-345 (skip p. 321-327 from neuromarketing & part of product categories, start again w/ evaluative criteria)

Chapter 5 (Motivation and Affect) of CB textbook: p. 150-157

Chapter 23 (Consumer Decision Making: A Choice Goals Approach) of CB handbook

**The Choice Process**

Bettman, J. R., Luce, M. F., & Payne, J. W. (1998). Constructive consumer choice processes. Journal of Consumer Research, 25(3), 187-217. *\*\*\*On comps reading list*

Dhar, R., & Wertenbroch, K. (2000). Consumer choice between hedonic and utilitarian goods. Journal of Marketing Research, 37(1), 60-71. *\*\*\*On comps reading list*

Loewenstein, G. (2001). The creative destruction of decision research. Journal of Consumer Research, 499-505.

Tversky, A., & Kahneman, D. (1981). The framing of decisions and the psychology of choice. Science, 211(4481), 453-458. *\*\*\*On comps reading list*

**Goals & JDM**

Austin, J. T., & Vancouver, J. B. (1996). Goal constructs in psychology: Structure, process, and content. Psychological Bulletin, 120(3), 338. *\*\*\*On comps reading list*

Baumeister, R. F. (2002). Yielding to temptation: Self‐control failure, impulsive purchasing, and consumer behavior. Journal of Consumer Research, 28(4), 670-676.

**Conscious vs. Non-Conscious Decisions**

Bargh, J. A. (2002). Losing consciousness: Automatic influences on consumer judgment, behavior, and motivation. Journal of Consumer Research, 29(2), 280-285. *\*\*\*On comps reading list*

Baumeister, R. F., Clark, C. J., Kim, J., & Lau, S. (2017). Consumers (and consumer researchers) need conscious thinking in addition to unconscious processes: A call for integrative models, a commentary on williams and poehlman. Journal of Consumer Research, 44(2), 252-257.

**Affect in JDM**

Pham, M. T., Cohen, J. B., Pracejus, J. W., & Hughes, G. D. (2001). Affect monitoring and the primacy of feelings in judgment. Journal of Consumer Research, 28(2), 167-188.

Shiv, B., & Fedorikhin, A. (1999). Heart and mind in conflict: The interplay of affect and cognition in consumer decision making. Journal of Consumer Research, 26(3), 278-292.

**Week #8 (10/22): Affect**

1. Teacher led: clarify concepts of affect vs. affect vs. effect
2. Article/chapter discussion, Discussion Leader #4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Assignments Due*: (1) discussion leader role for one student, (2) read assigned weekly readings

*Readings:*

Chapter 5 (Motivation and Affect) of CB textbook: p. 158-169 (do not read message involvement section or beyond)

Chapter 10 (Buying, Using, and Disposing) of CB textbook: p. 375-378 (on post-purchase satisfaction)

Chapter 10 (Positive Affect and Decision Processes: Some Recent Theoretical Developments with Practical Implications) of CB handbook

Chapter 4 (Consumer Emotions) of Cambridge Consumer Psychology handbook [Editors: Norton, M., Rucker, D., & Lamberton, C. © 2015]

**Specific Emotions**

Mogilner, C., Aaker, J., & Kamvar, S. D. (2012). How happiness affects choice. Journal of Consumer Research, 39(2), 429-443. *\*\*\*On comps reading list*

Richins, M. L. (1997). Measuring emotions in the consumption experience. Journal of Consumer Research, 24(2), 127-146.

**Mixed Emotions**

Aaker, J., Drolet, A., & Griffin, D. (2008). Recalling mixed emotions. Journal of Consumer Research, 35(2), 268-278.

Lau‐Gesk, L. (2005). Understanding consumer evaluations of mixed affective experiences. Journal of Consumer Research, 32(1), 23-28.

**Emotion Appraisal**

Han, S., Lerner, J. S., & Keltner, D. (2007). Feelings and consumer decision making: The appraisal-tendency framework. Journal of Consumer Psychology, 17(3), 158-168.

Shiv, B. (2007). Emotions, decisions, and the brain. Journal of Consumer Psychology, 17(3), 174-178.

So, J., Achar, C., Han, D., Agrawal, N., Duhachek, A., & Maheswaran, D. (2015). The psychology of appraisal: Specific emotions and decision‐making. Journal of Consumer Psychology, 25(3), 359-371. *\*\*\*On comps reading list*

**Moral Emotions**

Escalas, J. E., & Stern, B. B. (2003). Sympathy and empathy: Emotional responses to advertising dramas. Journal of Consumer Research, 29(4), 566-578.

Haidt, J. (2003). The moral emotions. In R. J. Davidson, K. R. Scherer ,& H. H. Goldsmith (Eds.), Handbook of affective sciences (pp. 852–870). New York: Oxford University Press.

**Evolutionary Bases to Emotions (only if more than 4 students in course)**

Durante, K. M., Griskevicius, V., Hill, S. E., Perilloux, C., & Li, N. P. (2010). Ovulation, female competition, and product choice: Hormonal influences on consumer behavior. Journal of Consumer Research, 37(6), 921-934.

Ch. 5 (Evolution and Consumer Behavior) of Cambridge Consumer Psychology handbook [Editors: Norton, M., Rucker, D., & Lamberton, C. © 2015]

**Week #9 (10/29): Memory/Inference 🡪 Cognitive Psych**

1. Article/chapter discussion, Discussion Leader #5: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Assignments Due*: (1) discussion leader role for one student, (2) read assigned weekly readings

*Readings:*

Chapter 4 (Learning and Memory) of CB textbook: p. 128-139 (including to end of page on nostalgia)

Chapter 3 (Perception) of CB textbook: p. 86-97 (to end of page w/ definition of semiotics)

Chapter 3 (Consumer Memory, Fluency, and Familiarity) of CB handbook

Chapter 2 (The Role of Knowledge Accessibility in Cognition and Behavior: Implications for Consumer Information Processing) of CB handbook

**Memory-Based Models**

Petty, R. E., & Wegener, D. T. (1999). The elaboration likelihood model: Current status and controversies. In S. Chaiken ,& Y. Trope (Eds.), Dual process theories in social psychology. New York, NY: The Guilford Press. *\*\*\*On comps reading list*

Thaler, R. (1985). Mental accounting and consumer choice. Marketing Science, 4(3), 199-214. *\*\*\*On comps reading list*

**Priming**

Laran, J., Dalton, A. N., & Andrade, E. B. (2011). The curious case of behavioral backlash: Why brands produce priming effects and slogans produce reverse priming effects. Journal of Consumer Research, 37(6), 999-1014. *\*\*\*On comps reading list*

Minton, E. A., Cornwell, T. B., & Kahle, L. R. (2017). A theoretical review of consumer priming: Prospective theory, retrospective theory, and the affective-behavioral-cognitive model. Journal of Consumer Behaviour, 16, 309-321.

**Memory Protection & Preservation**

Belk, R. W., Wallendorf, M., & Sherry, J. F. (1989). The sacred and the profane in consumer behavior: Theodicy on the odyssey. Journal of Consumer Research, 16(1), 1-38.

Zauberman, G., Ratner, R. K., & Kim, B. K. (2009). Memories as assets: Strategic memory protection in choice over time. Journal of Consumer Research, 35(5), 715-728.

**Cognitive Load**

Drolet, A., & Luce, M. F. (2004). The rationalizing effects of cognitive load on emotion-based trade-off avoidance. Journal of Consumer Research, 31(1), 63-77.

Malhotra, N. K. (1982). Information load and consumer decision making. Journal of Consumer Research, 8(4), 419-430.

**Inference Making (only if more than 4 students in the course)**

Dietvorst, R. C., Verbeke, W. J., Bagozzi, R. P., Yoon, C., Smits, M., & Van Der Lugt, A. (2009). A sales force-specific theory-of-mind scale: Tests of its validity by classical methods and functional magnetic resonance imaging. Journal of Marketing Research, 46(5), 653-668.

Kardes, F. R., Posavac, S. S., & Cronley, M. L. (2004). Consumer inference: A review of processes, bases, and judgment contexts. Journal of Consumer Psychology, 14(3), 230-256.

**Age & Memory Differences (only if more than 5 students in the course, choose any two below)**

John, D. R., & Cole, C. A. (1986). Age differences in information processing: Understanding deficits in young and elderly consumers. Journal of Consumer Research, 13(3), 297-315.

Wright, P., Friestad, M., & Boush, D. M. (2005). The development of marketplace persuasion knowledge in children, adolescents, and young adults. Journal of Public Policy & Marketing, 24(2), 222-233.

Ch. 7 (Developmental Consumer Psychology: Children in the Twenty-First Century) of Cambridge Consumer Psychology handbook [Editors: Norton, M., Rucker, D., & Lamberton, C. © 2015]

**Week #10 (11/5): Learning/Socialization 🡪 Social Psych**

1. Article/chapter discussion, Discussion Leader #6: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Assignments Due*: (1) discussion leader role for one student, (2) read assigned weekly readings

*Readings:*

Chapter 4 (Learning and Memory) of CB textbook: p. 108-123

Chapter 11 (Groups and Social Media) of CB textbook: p. 393-403 (to end of negative WOM section)

Chapter 4 (Consumer Learning and Expertise) of CB handbook

Chapter 8 (Stages of Consumer Socialization: The Development of Consumer Knowledge, Skills, and Values from Childhood to Adolescence) of CB handbook

**Acculturation**

Laroche, M. (2017). The future of ethnic marketing in a globalized world: Introduction to the special issue. Journal of Business Research, 82, 269-272.

Penaloza, L. (1994). Atravesando fronteras/border crossings: A critical ethnographic exploration of the consumer acculturation of mexican immigrants. Journal of Consumer Research, 21(1), 32-54.

Veresiu, E. & Giesler, M. (2018). Beyond acculturation: Multiculturalism and the institutional shaping of an ethnic consumer subject. Journal of Consumer Research(in press).

Chapter 13 (Subcultures) of CB textbook: p. 457-464 (on ethnic subcultures)

**Media Influences**

Batra, R., & Keller, K. L. (2016). Integrating marketing communications: New findings, new lessons, and new ideas. Journal of Marketing, 80(6), 122-145. *\*\*\*On comps reading list*

Lamberton, C., & Stephen, A. T. (2016). A thematic exploration of digital, social media, and mobile marketing: Research evolution from 2000 to 2015 and an agenda for future inquiry. Journal of Marketing, 80(6), 146-172. *\*\*\*On comps reading list*

Mick, D. G., & Fournier, S. (1998). Paradoxes of technology: Consumer cognizance, emotions, and coping strategies. Journal of Consumer Research, 25(2), 123-143. *\*\*\*On comps reading list*

Chapter 11 (Groups and Social Media) of CB textbook: p. 404-411 (on opinion leaders and social media)

**Learning & Personal Characteristics (Gender, Sexual Orientation, Disability)**

Edwards, K., Rosenbaum, M. S., Brosdahl, D., & Hughes, P. (2018). Designing retail spaces for inclusion. Journal of Retailing and Consumer Services, 44, 182-190.

Ginder, W., & Byun, S. E. (2015). Past, present, and future of gay and lesbian consumer research: Critical review of the quest for the queer dollar. Psychology & Marketing, 32(8), 821-841.

Hsu, M. Y.-T., & Cheng, J. M.-S. (2018). FMRI neuromarketing and consumer learning theory: Word-of-mouth effectiveness after product harm crisis. European Journal of Marketing, 52(1/2), 199-223.

Chapter 6 (The Self: Mind, Gender, and Body) of CB textbook: p. 190-199 (on gender identity)

**Week #11 (11/12): Personality/Individual Differences**

1. Article/chapter discussion, Discussion Leader #7: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Overview paper/data presentations for next week + using Qualtrics & SPSS

*Assignments Due*: (1) discussion leader role for one student, (2) read assigned weekly readings

*Readings:*

Chapter 7 (Personality, Lifestyles, and Values) of CB textbook: p. 228-234 (from big 5 personality traits to brand personality traits) + p. 242-251 (on psychographics)

Chapter 46 (Individual Differences: Tools for Theory Testing and Understanding in Consumer Psychology Research) of CB handbook

**Personality**

Baumgartner, H. (2002). Toward a personology of the consumer. Journal of Consumer Research, 29(2), 286-292.

Endler, N. S., & Rosenstein, A. J. (1997). Evolution of the personality construct in marketing and its applicability to contemporary personality research. Journal of Consumer Psychology, 6(1), 55-66.

Ch. 10 (Identity Signaling Behavior) of Cambridge Consumer Psychology handbook [Editors: Norton, M., Rucker, D., & Lamberton, C. © 2015]

Chapter 6 (The Self: Mind, Gender, and Body) of CB textbook: p. 178-188 (on the self)

**Methods Challenges**

Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. Journal of Personality and Social Psychology, 51(6), 1173-1182.

Fitzsimons, G. J. (2008). Death to dichotomizing. Journal of Consumer Research, 35(1), 5-8. *\*\*\*On comps reading list*

Spiller, S. A., Fitzsimons, G. J., Lynch, J. G., & McClelland, G. H. (2013). Spotlights, floodlights, and the magic number zero: Simple effects tests in moderated regression. Journal of Marketing Research, 50(2), 277-288. *\*\*\*On comps reading list*

Chapter 12 (Income and Social Class) of CB textbook: p. 435-437 (on income vs. social class and how to measure social class)

**Religion**

Mathras, D., Cohen, A. B., Mandel, N., & Mick, D. G. (2016). The effects of religion on consumer behavior: A conceptual framework and research agenda. Journal of Consumer Psychology, 26(2), 298-311.

Minton, E. A. (2015). In advertising we trust: Religiosity's influence on marketplace and relational trust. Journal of Advertising, 44(4), 403-414.

Minton, E. A., & Kahle, L. R. (2017). Religion and consumer behaviour. In C. V. Jansson-Boyd ,& M. J. Zawisza (Eds.), International handbook of consumer psychology (pp. 292-311). New York, NY: Routledge.

Chapter 13 (Subcultures) of CB textbook: p. 464-470 (on religious subcultures)

**Misc. Individual Differences**

Haugtvedt, C. P., Petty, R. E., & Cacioppo, J. T. (1992). Need for cognition and advertising: Understanding the role of personality variables in consumer behavior. Journal of Consumer Psychology, 1(3), 239-260.

Higgins, E. T. (1998). Promotion and prevention: Regulatory focus as a motivational principle. In M. P. Zanna (Ed.), Advances in experimental social psychology (Vol. 30, pp. 1-46). San Diego, CA: Academic Press. *\*\*\*On comps reading list*

Liberman, N., Trope, Y., & Wakslak, C. (2007). Construal level theory and consumer behavior. Journal of Consumer Psychology, 17(2), 113-117.

Obermiller, C., Spangenberg, E., & MacLachlan, D. L. (2005). Ad skepticism: The consequences of disbelief. Journal of Advertising, 34(3), 7-17.

**Week #12 (11/19): Preliminary Paper Presentations**

1. Each student presents data + implications presentation in conference format (15 min. max); this should include:
   1. Brief theory/lit review
   2. Theoretical model in visual format
   3. Data/results
   4. Implications for practitioners
   5. Implications for theory
   6. Future research, what you learned, what you would do differently, etc.
2. Questions, discussion, & critique following each presentation

*Assignments Due*: (1) experimental paper proposal presentation, MUST have IRB approval

*Readings:*

NA

**Week #13 (11/26): External Environmental Factors & Student Conferences**

1. Article/chapter discussion, Discussion Leader #8: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (first half of class)
2. One on one conferences with each student regarding personal experimental papers (second half of class)

*Assignments Due*: (1) discussion leader role for one student, (2) read assigned weekly readings

*Readings:*

Chapter 10 (Buying, Using, and Disposing) of CB textbook: p. 368-373 (from atmospherics to POP stimuli) + p. 359 (Figure 10.1)

Chapter 7 (Effects of Sensory Factors on Consumer Behavior: If it Tastes, Smells, Sounds, and Feels Like a Duck, Then it Must be a…) of CB handbook

Chapter 29 (A Role of Aesthetics in Consumer Psychology) of CB handbook

**Factors External to the Consumer**

Bitner, M. J. (1992). Servicescapes: The impact of physical surroundings on customers and employees. Journal of Marketing, 56(2), 57-71.

Huneke, T., Benoit, S., Shams, P., & Gustafsson, A. (2015). Does service employees’ appearance affect the healthiness of food choice? Psychology & Marketing, 32(1), 94-106.

Jiang, L., Hoegg, J., Dahl, Darren W., & Chattopadhyay, A. (2010). The persuasive role of incidental similarity on attitudes and purchase intentions in a sales context. Journal of Consumer Research, 36(5), 778-791.

Joye, Y., Willems, K., Brengman, M., & Wolf, K. (2010). The effects of urban retail greenery on consumer experience: Reviewing the evidence from a restorative perspective. Journal of Urban Forestry & Urban Greening, 9(1), 57-64.

**Sensory Modalities & the External Environment**

Alpert, J. I., Alpert, M. I., & Marketing. (1990). Music influences on mood and purchase intentions. Psychology & Marketing, 7(2), 109-133.

Biswas, D., Szocs, C., Krishna, A., & Lehmann, D. R. (2014). Something to chew on: The effects of oral haptics on mastication, orosensory perception, and calorie estimation. Journal of Consumer Research, 41(2), 261-273.

Bosmans, A. (2006). Scents and sensibility: When do (in) congruent ambient scents influence product evaluations? Journal of Marketing, 70(3), 32-43.

Chapter 3 (Perception) of CB textbook: p. 74-85 (on sensation)

**Week #14 (12/3): Consumer Well-Being**

1. Article/chapter discussion, Discussion Leader #9: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Overview expectations for final experimental papers and presentations for next week
3. Introduce press release assignment

*Assignments Due*: (1) discussion leader role for one student, (2) read assigned weekly readings

*Readings:*

Chapter 2 (Consumer and Social Well-Being) of CB textbook: p. 36 (needs/wants) + p. 40-41 (materialism) + p. 44-61 (market regulation and related factors)

**General Well-Being**

Lee, D.-J., Sirgy, J. M., Larsen, V., & Wright, N. D. (2002). Developing a subjective measure of consumer well-being. Journal of Macromarketing, 22(2), 158-169.

Lemon, K. N., & Verhoef, P. C. (2016). Understanding customer experience throughout the customer journey. Journal of Marketing, 80(6), 69-96. *\*\*\*On comps reading list*

Ch. 19 (Ethical Consumption) of Cambridge Consumer Psychology handbook [Editors: Norton, M., Rucker, D., & Lamberton, C. © 2015]

**Transformative Consumer Research**

Anderson, L., Ostrom, A. L., Corus, C., Fisk, R. P., Gallan, A. S., Giraldo, M., . . . Rosenbaum, M. S. (2013). Transformative service research: An agenda for the future. Journal of Business Research, 66(8), 1203-1210.

Minton, E. A., Cabano, F., Gardner, M., Mathras, D., & Elliot, E. (2017). LGBTQ and religious identity conflict in service settings. Journal of Services Marketing, 31(4/5), 351-361.

Ozanne, J., Pettigrew, S., Crockett, D., Firat, A. F., Downey, H., & Pescud, M. (2011). The practice of transformative consumer research-some issues and suggestions. Journal of Research for Consumers, (19), 1-7.

**Healthy Consumption**

Block, L. G., Grier, S. A., Childers, T. L., Davis, B., Ebert, J. E. J., Kumanyika, S., . . . Peracchio, L. (2011). From nutrients to nurturance: A conceptual introduction to food well-being. Journal of Public Policy & Marketing, 30(1), 5-13.

Chandon, P., & Wansink, B. (2007). The biasing health halos of fast-food restaurant health claims: Lower calorie estimates and higher side-dish consumption intentions. Journal of Consumer Research, 34(3), 301-314.

Krishnamurthy, P., Carter, P., & Blair, E. (2001). Attribute framing and goal framing effects in health decisions. Organizational Behavior and Human Decision Process, 85(2), 382-399. *\*\*\*On comps reading list*

**Sustainable Consumption**

Garvey, A. M., & Bolton, L. E. (2017). Eco-product choice cuts both ways: How proenvironmental licensing versus reinforcement is contingent on environmental consciousness. Journal of Public Policy & Marketing, 36(2), 284-298.

Minton, E. A., Kahle, L. R., & Kim, C.-H. (2015). Religion and motives for sustainable behaviors: A cross-cultural comparison and contrast. Journal of Business Research, 68(9), 1937-1944.

Prothero, A., Dobscha, S., Freund, J., Kilbourne, W. E., Luchs, M. G., Ozanne, L. K., & Thogersen, J. (2011). Sustainable consumption: Opportunities for consumer research and public policy. Journal of Public Policy & Marketing, 30(1), 31-38.

**Week #15 (12/10): Final Paper Presentations**

1. Each student presents final experimental paper in conference format (20 min. max)
2. Questions, discussion, & encouragement following each presentation
3. After all presentations and discussion, each students reads their press release & received verbal feedback
4. Introduce paper review task for next week & overview the review process
5. Discussion of developing your research wall, continual watch & collection of research ideas (if time)

*Assignments Due*: (1) three copies of final experimental paper, (2) final paper presentation, (3) press release

*Readings:*

NA

**Week #16 (due by 12/17 at the start of normal class time): Final’s Week**

1. No class during final’s week, just submission of final items

*Assignments Due*: (1) research ideology – email revised version with track changes, (2) marketing theory list, (3) two peer reviews

*Readings:*

NA

**Accommodations and Policies:**

*Late Assignment & Missed Classes Policy:*

You are expected to attend every class. Should you need to miss a class, it is your responsibility to work with the instructor to find a reasonable substitution activity to make up for class time, otherwise your discussion participation grade will be dropped by one letter grade per day missed. Additionally, assignments are expected to be turned in by the beginning of class on the day they are due. Late work will receive the following deductions:

* -15% if turned in by the end of class
* -25% if turned in by midnight the same day
* -50% if turned in by midnight the next day
* -75% if turned in by midnight two days after assignment is due, 0% credit thereafter

*Disability Support Services*

If you need accommodations because of special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, or if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please send me an email or see me privately during my office hours. To request academic accommodations (for example, a note-taker), students must also register with Disability Services. It is the campus office’s responsibility to review documentation provided by students requesting academic accommodations, and for accommodation planning in cooperation with students and instructors, as needed and consistent with course requirements.

*Academic Integrity*

(Adapted from University Regulation 802 – Revision 2) An act is academically dishonest when it is an act attempted or performed which misrepresents one's involvement in an academic task in any way, or permits another student to misrepresent the latter's involvement in an academic task by assisting in the misrepresentation. Some examples of academic dishonesty include, but are not limited to, such acts as:

* 1. Representing as one's own work material copied or borrowed from any source, written or otherwise, public or private, without proper citation of the source.
  2. Using a ghostwriter, commercial or otherwise, for any type of assignment.
  3. Submitting substantially the same work for more than one class without the explicit permission of all concerned instructors.
  4. Doing an assignment for someone else or allowing someone to copy one's assignment.
  5. Using notes or prepared information in an exam unless authorized by the instructor.
  6. Taking an exam for someone else or allowing someone to take an exam for oneself.
  7. Copying from, or assisting, another student during an exam.
  8. Stealing, or otherwise improperly obtaining, copies of an exam.
  9. Submitting substantially the same work as someone else.

Any incident of academic dishonesty will be reported to the Department Chairperson and the Dean of the College of Business. In accordance with university regulations, students accused of academic dishonesty will be notified in writing. Any student found to have committed academic dishonesty of any kind will receive a failing grade for the course.

**Oral Presentation Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Attribute** | **Exceeds Expectations (A)** | **Meets Expectations (B-C)** | **Does Not Meet Expectations (D-F)** |
| *Overall quality of the presentation* | □ Well organized  □ Professional presentation  □ Excellent communication skills  □ Slides and handouts outstanding | □ Clearly organized  □ Clear presentation  □ Good communication skills  □ Slides and handouts clear | □ Poorly organized  □ Poor presentation  □ Poor communication skills  □ Slides and handouts difficult to read |
| *Overall breadth of knowledge exhibited* | □ Presentation reveals exceptional depth of subject knowledge  □ Presentation reveals well developed critical thinking skills  □ Presentation reveals the ability to interconnect and extend knowledge from multiple disciplines | □ Presentation reveals some depth of knowledge in subject matter  □ Presentation reveals above average critical thinking skills  □ Presentation reveals the ability to draw from knowledge in several disciplines | □ Presentation reveals critical weaknesses in depth of knowledge in subject matter  □ Presentation does not reflect well developed critical thinking skills  □ Presentation is narrow in scope  Presentation is shallow in substance |
| *Quality of presenter response to questions* | □ Responses are eloquent  □ Arguments are skillfully presented  □ Respondent exhibits superior knowledge in subject area  □ Responses exceed level expected of the current level of the PhD student | □ Responses are complete  □ Arguments are well organized  □ Respondent exhibits adequate knowledge in subject area  □ Responses meet level expected of the current level of the PhD student | □ Responses are incomplete  □ Arguments are poorly presented  □ Respondent exhibits lack of knowledge in subject area  □ Responses do not meet level expected of the current level of the PhD student |
| *Overall Assessment* | □ Exceeds Expectations | □ Meets Expectations | □ Does not meet expectations |
| **Comments:** | | | |

**Written Paper Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Attribute** | **Exceeds Expectations (A)** | **Meets Expectations (B-C)** | **Does Not Meet Expectations (D-F)** |
| *Overall quality of disciplinary arguments and extensions* | □ Arguments are superior  □ Objectives are well defined  □ Demonstrates mature critical thinking skills  □ Demonstrates mastery of theory and the literature  □ Demonstrates mastery of appropriate methodologies.  □ Demonstrates exceptional originality  □ Displays exceptional creativity | □ Arguments are coherent  □ Objectives are clear  □ Demonstrates average critical thinking skills  □ Demonstrates adequate grasp of theory and the literature  □ Demonstrates adequate grasp of appropriate methodologies.  □ Demonstrates originality  □ Displays creativity | □ Arguments are flawed  □ Objectives are poorly defined  □ Demonstrates rudimentary critical thinking skills  □ Demonstrates poor grasp of theory and the literature  □ Demonstrates poor grasp of appropriate methodologies  □ Demonstrates limited originality  □ Displays limited creativity |
| *Contribution to discipline* | □ Extends previous research  □ Exceptional theoretical or applied significance  □ Exceptional publication potential | □ Builds upon previous research  □ Reasonable theoretical or applied significance  □ Reasonable publication potential | □ Does not add to previous research  □ Limited theoretical or applied significance  □ Limited publication potential |
| *Quality of writing* | □ Writing is publication quality  □ No grammatical or spelling errors apparent  □ Organization is excellent  □ Documentation is excellent | □ Writing is adequate  □ Some grammatical and spelling errors apparent  □ Organization is logical  □ Documentation is adequate | □ Writing is weak  □ Numerous grammatical and spelling errors apparent  □ Organization is poor  □ Documentation is poor |
| *Overall Assessment* | □ Exceeds Expectations | □ Meets Expectations | □ Does not meet expectations |
| **Comments:** | | | |