

Business 9834 – Consumer Behaviour Seminar

Fall 2023

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Date and Time: Mondays, 9:00 – 12:00

Location: TBA
(12 Sessions)

“Now, as my aging body imposes limits and tells me to slow down, I spend more time in reflection, trying to put my most memorable experiences into a kind of order. It’s the way scientists write up a research report or paper: we follow different avenues of inquiry, going down blind alleys, hitting a fast lane or taking a shortcut, zigzagging along as we probe an interesting observation or phenomenon. Then, when it’s time to “write it up,” we shuffle through the experiments, tossing some out and organizing the remainder into an order that creates the illusion that a direct path was taken from the initial question to the final results.”

--- David Suzuki, 2007

COURSE DESCRIPTION

Students with a variety of backgrounds and research interests are welcome in this graduate seminar. Although the course is designed for marketing students and taught by a marketing professor, it is relevant to students who are interested in behavioral research in a variety of disciplines.

Topics have been selected to expose you to and increase your competency in some of the most important areas of consumer research. The course is designed to ignite ideas and meaningful discussion. Each week, students will be prepared to engage in lively discussion, presentations, and exercises. Students will be expected to look for *theory in action* and to find examples that relate to the research in each of our sessions.

COURSE OBJECTIVES

1. Provide a foundation for critical thinking and creativity in the area of consumer research.
2. Provide exposure and ignite interest in classic and emerging theoretical and substantive areas of consumer research.
3. Introduce commonly used methods and tools and current perspectives in consumer research.
4. Explore the fundamentals of constructive feedback and the process of developing and communicating existing and new research ideas.
5. Increase competency in identifying “real world” applications and extensions of theory.

METHODS OF EVALUATION

Class Contribution	20%	Throughout the term
Discussion Leader Assignment	15%	TBD
Application	5%	Throughout the term
Reviewing Assignment	10%	8:00 pm Nov. 3
Conference Style Research Presentation	20%	TBD
Final Paper: Research Proposal OR Lit Review	30%	8:00 pm Dec. 15
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	100%	

CLASS CONTRIBUTION (20%)

The course is a seminar, a format which requires you to speak. Discussion is central to facilitating learning and keeping the class engaging. When we meet, we will discuss, critically analyze, and synthesize the assigned readings. A high level of student preparation and participation enhances learning for everyone.

I evaluate your contribution in each class on the basis of the quality and quantity. Do all the readings carefully. Be thoughtful. Quality assessments are based on your ability to make well-substantiated and logical arguments, to identify novel insights, and to demonstrate that you understand the assigned papers at a deep level and how they relate to one another in the session and to papers in other sessions. Be critical. Take risks. Listen. Individual participation and contribution in class will be evaluated based on your ability to generate a lively, thoughtful, and productive discussion.

You should come to the seminar prepared to discuss each assigned article in depth and to present your point of view about the major ideas, contributions, or shortcomings of each article and identify how the articles complement or contrast one another. What you get out of this course depends on what you - and your fellow students - put into it. You cannot develop your research skills by passively attending class and taking careful notes. You should actively listen and think critically about the concepts and issues discussed (and this takes practice). You should be willing and able to present your analysis and viewpoint in class. You should think of and be ready to share examples that illustrate the key findings or phenomena investigated in the assigned readings, which is an important part of your learning.

DISCUSSION LEADER ASSIGNMENT (15%)

Students will lead the discussion of one session during the course. We will set the schedule at the beginning of the course. As discussion leader, your primary role is to stimulate and direct the discussion, making sure to pull out important insights, theories, ideas, facts etc. Your task is to help the class reach a superior understanding of the topics in a given class. You will be evaluated on how well you stimulate and structure the class discussion. See Supplement I on how to prepare for the discussion leader assignment.

APPLICATION (5%)

Part of becoming a well-rounded and relevant marketing scholar involves spending time observing consumers or, rather, observing people. Please spend time (~1 hour) every week identifying examples of *theory in action* for each session. It is important to be able to identify applications of theory in the real world. New ideas are inspired by phenomenon we observe, and the significance of research is enhanced by referencing its application. Real world examples can also help us communicate our research ideas more clearly and/or strengthen our theorizing. Further, the papers in our course often begin with a motivating real-world example. Thus, for the application requirement of your coursework, you will identify real world examples relevant to the research we are discussing in class. The examples you identify may also be used to inspire theoretical extensions.

To complete the application requirement of the course, please submit your examples to Learn. Think creatively about how you can identify examples (e.g., Netflix documentary, Reddit, CBC news article, scene from a book etc.). These examples must be uploaded to Learn by 8pm the Friday night before each of our Monday sessions.

REVIEW ASSIGNMENT (10%)

You will serve as a “reviewer” for a paper submitted for consideration at the *Journal of Consumer Research*. Write no more than a three-page review and break your issues into major and minor concerns. See Syllabus Supplement III for guidelines for writing an academic review.

We will devote the class before this is due (Monday October 30) to one-on-one feedback meetings in my office. We will discuss the review itself, any questions you may have, and questions you may have on other components of the class.

The review is due at 8:00 pm on November 3. You will submit the paper through Learn. I am limiting you to 3 pages of text. *Formatting:* typed, 1.5 spaced, 1-inch margins, 12-point font, Times New Roman

CONFERENCE STYLE RESEARCH PRESENTATION (20%)

Presentation skills can make the difference in landing the job you want. Being able to condense your research into an informative and enthusiastic “talk” is an invaluable skill to develop. Please see Supplement II: Guidelines for Preparing an Academic Presentation. Each participant needs to let me know their choice before Session 2, Monday September 18.

Once during the semester, you will “choose your own adventure” and present an article listed as a conference paper option under the session’s required readings. You will present a 15 minute conference-style presentation of the paper as if you were the lead author. You must cover research motivation, contribution, theory, methodology, and results. I expect this presentation will be incorporated into our class discussion.

FINAL PAPER: RESEARCH PROPOSAL OR LITERATURE REVIEW (30%)

There are two options for the final paper: a research proposal or comprehensive literature review. Both options will increase your depth of understanding on a chosen consumer behaviour topic and are designed to result in equivalent workloads. See Supplement IV for guidelines on writing a research proposal. See Supplement V for links to additional resources on writing a comprehensive literature review.

1. *Research Proposal Option.* You will complete a research proposal that introduces an original research idea. Ideally, this will turn into a project that you can collaborate on with a faculty member after the course is finished or is a SUBSTANTIAL iteration on an existing project or previous course paper, where you would benefit greatly from the opportunity to advance the research. Please meet with me to discuss proposals that do not involve a new project. You may work with an Ivey/Western professor to develop your ideas, but you must be the 'primary' (e.g., first author) and the major force driving the idea, the writing, and the development of the paper. When you submit the paper, you must describe in writing with whom you are collaborating or from whom you have received input— I will contact your collaborator(s) and provide a copy of the paper for comment.

This paper should include a brief literature review, conceptual framework and hypotheses, proposed data collection design and procedures, stimulus development, methods for testing, a discussion of how to analyze the data, expected results, and implications of the research. You are welcome to, but not required, to collect actual data. For more details see Supplement IV: Guidelines for writing a Research Proposal.

Your paper should be of a quality that would generate interest and attention from reviewers at a top marketing journal that publishes consumer research. **The paper must be hypothesis driven** (ideally, present more than one hypothesis), must demonstrate a good grasp of the literature (sufficient to demonstrate that your idea is novel and worthwhile); must attempt to make an explicit and significant contribution; must be logical, persuasive, and put theory front and centre.

The paper is due at 8:00 pm on December 15. You will upload the paper to Learn in the assignment submission space entitled, Final Paper. I will also submit the paper to Turn It In.com. I am limiting you to 15 pages of text (not including references, tables, figures, abstract, and contribution statement). Provide an abstract on the first and a contribution statement on second page (see JCR submission guidelines for contribution statements¹). It is vital that you keep a good length to contribution ratio. Aim for the number of references you cite to be close to that of a JCR article (~40 to 50 articles given that you are not writing a full manuscript). Both books and journal articles may be referenced. Websites and other sources may be cited, especially to motivate or justify the practical significance of the proposed research. See Supplement III for guidelines on writing a research proposal.

¹ <https://consumerresearcher.com/manuscript-preparation#consumer-relevance-and-contribution-statement>

Formatting: typed, 1.5 spaced, 1-inch margins, 12-point font, Times New Roman. For other formatting issues (e.g. references, tables/figures...), adopt the style used by the *Journal of Consumer Research*, <https://consumerresearcher.com/wp-content/uploads/2021/01/stylesheet.pdf>

2. *Comprehensive Literature Review Option.* Pick one of the session topics we reviewed in the course and learn MORE (approximately 15 pages of text that is 1.5 spaced with one-inch margins)! Writing a literature review is a valuable opportunity to increase your knowledge, mastery, and big picture perspective of a specific research area without the pressure to execute a full-blown research project. Writing a comprehensive literature review will improve your information seeking skills and your ability to critically synthesize and appraise an area of research.

Please write a traditional literature review with a goal of summarizing, synthesizing, critiquing, and offering a new (or renewed) view of an established research area. A traditional literature review will provide an overview of how a research area has progressed over time and will highlight novel research questions, conflicting findings (and perhaps offer a way to resolve the conflicts), and/or offer an overarching framework or conceptual model to visually interpret the area of research in a novel or more comprehensive and/or logical way. Essentially, the comprehensive literature review should provide a foundation for you to continue research on an area that you find fascinating but would first like to immerse yourself and further develop your expertise.

To maximize depth of knowledge on your chosen topic, try to avoid structuring your narrative chronologically, instead organize your sources around themes, issues, or a conceptual model (that emerges from your initial analysis). Organize your literature review around ideas. Please make sure the research ideas and theory are the focus of your sentences, not the researchers who conducted the research. Accordingly, please make use of headings and subheadings (consistent with JCR formatting). Aim for the number of references you include to be close to that of a JCR article (~60 to 80), but your topic will likely be a strong guide for the number of articles reviewed. See Supplement V for links to additional resources on writing a comprehensive literature review (but I have found these online guides most helpful, <http://advice.writing.utoronto.ca/types-of-writing/literature-review/>; <https://writingcenter.unc.edu/tips-and-tools/literature-reviews/>). Please include an abstract.

The paper is due at 8:00 pm on December 15. You will upload the paper to Learn in the assignment submission space entitled, Final Paper. I will also submit the paper to Turn It In.com. *Formatting:* typed, 1.5 spaced, 1-inch margins, 12-point font, Times New Roman. For other formatting issues (e.g. references, tables/figures...), adopt the style used by the *Journal of Consumer Research*, <https://consumerresearcher.com/wp-content/uploads/2021/01/stylesheet.pdf>

MATERIALS / REQUIRED READING / COURSE SCHEDULE

See the Detailed Session Schedule Section below for a list of the required readings and accompanying articles that may be chosen for the research presentation. The readings for each session are listed below and will be available on Learn (details to be announced in class). Assignment deadlines are listed under Methods of Evaluation section.

COURSE RULES

I will not accept late assignments except by prior written arrangement or unless I receive what I judge to be unambiguous evidence of extenuating circumstances in which cases it is at my discretion how to handle grading. Otherwise, late assignments will earn an automatic grade of zero.

I will quit reading and grading an assignment that exceeds the page limit specified by the assignment instructions.

I expect you to attend all classes and I expect you to be on time and prepared. If you plan to be absent or late, email me ahead of time. You are responsible for consulting your classmates to determine what you missed. I will not meet to provide an overview of the missing session. If you miss three or more classes, you may not hand in the final paper.

Pay attention to the quality of your writing in your course assignments (well organized and articulated; specific and clear meanings; perfect formatting, etc.).

ENROLLMENT RESTRICTIONS

Enrollment in this course is restricted to graduate students in the Ivey PhD Program, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

ACADEMIC OFFENCES: PLAGIARISM AND ACADEMIC INTEGRITY

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

SUPPORT SERVICES: HEALTH AND WELLNESS

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page <http://www.music.uwo.ca>, and our own McIntosh Gallery <http://www.mcintoshgallery.ca>. Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca>.

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html.

STUDENT ACCESSIBILITY SERVICES

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are encouraged to register with Student Accessibility Services, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both SAS and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction. For more information, see <http://www.sdc.uwo.ca/ssd>

DETAILED SESSION SCHEDULE

Session 1: Perspectives on Consumer Research (September 11)

- Campbell Margaret C. (2017), "Consumer Research Contribution: Love It or Leave It," in *NA Advances in Consumer Research*, Vol. 40, ed. Gneezy Ayelet, Griskevicius Vlad, Williams Patti, Duluth, MN: Association for Consumer Research.
- Cotte, June (2021), "Generalists: Bulwark Against Tribalism," Presidential Address, Association for Consumer Research. If you want to watch the speech as well, you can watch here:
<https://vimeo.com/640761637>
- MacInnis, Deborah J., and Valerie Folkes (2010), "The Disciplinary Status of Consumer Behavior: A Sociology of Science Perspective on Key Controversies," *Journal of Consumer Research*, 36 (6), 899–915.
- MacInnis, Deborah J. (2011) "A Framework for Conceptual Contributions in Marketing", *Journal of Marketing*, 75 (July), 136-154.
- Pham, Michele Tuan (2013), "Seven Sins of Consumer Psychology," *Journal of Consumer Psychology*, 23 (October) 411-423.
- Schmitt, Bernd, June Cotte, Markus Giesler, Andrew Stephen, and Stacy Wood (2022), "Relevance – Reloaded and Recoded," *Journal of Consumer Research* Editorial, 48 (February) 753-755.

Session 2: Attitudes, Persuasion, and Information Processing (September 18)

- Petty, R. E. and J. T. Cacioppo. (1986), "The Elaboration Likelihood Model of Persuasion," In L. Berkowitz (Ed.), *Advances in Experimental Social Psychology*, 19, 123-205.
- Friestad, Marian and Peter J. Wright (1994), "The Persuasion Knowledge Model: How People Cope with Persuasion Attempts," *Journal of Consumer Research*, 21 (June), 1-31.
- Meyers-Levy, J. and P. Malaviya (1999), "Consumers' Processing of Persuasive Advertisements: An Integrative Framework of Persuasion Theories," *Journal of Marketing*, 63 (Special Issue), 45-60.
- Cohen, Joel B. and Americus Reed II (2006), "A Multiple Pathway Anchoring and Adjustment (MPAA) Model of Attitude Generation and Recruitment," *Journal of Consumer Research*, 33 (June), 1-15.
*JCR Best Article Award Winner 2009
- Eisend, Martin and Farid Tarrahi (2022), "Persuasion Knowledge in the Marketplace: A Meta-Analysis," *Journal of Consumer Psychology*, 32(1), 3-22.

"Choose Your Own Adventure" Options for Conference Paper Presentations

- Chaiken, S., Liberman, A. and A. H. Eagly (1989), "Heuristic and Systematic Processing Within and Beyond the Persuasion Context," In J. S. Uleman & J.A. Bargh (Eds.), *Unintended Thought*, 212-252. New York: Guilford.
- Campbell, Margaret and Amna Kirmani (2000), "Consumers' Use of Persuasion Knowledge: the Effects of Accessibility and Cognitive Capacity on Perceptions of an Influence Agent," *Journal of Consumer Research*, 27 (June), 69-83.
- Darke, Peter R and Robin J. B. Ritchie (2007), "The Defensive Consumer: Advertising, Deception, Defensive Processing, and Distrust," *Journal of Marketing Research*, 44 (1), 114-127.

Session 3: Consumer Expertise, Learning, and Knowledge Transfer (September 25)

- Alba, Joseph W. and J. Wesley Hutchinson (1987), "Dimensions of Consumer Expertise," *Journal of Consumer Research*, 13 (4), 411-54.
- Gregan-Paxton, Jennifer and Deborah Roedder John (1997), "Consumer Learning By Analogy: A Model of Internal Knowledge Transfer," *Journal of Consumer Research*, 24 (December), 266-284.
- LaTour, Kathryn A. and Michael S. LaTour (2010), "Bridging Aficionados" Perceptual and Conceptual Knowledge to Enhance How They Learn from Experience," *Journal of Consumer Research*, 37 (December), 688–697.
- Markman, A. B., Loewenstein, J. (2010), "Structural Comparison and Consumer Choice," *Journal of Consumer Psychology*, 20(2), 126-137.
- Wood, Stacy L. and John Lynch Jr., G. (2002), "Prior Knowledge and Complacency in New Product Learning," *Journal of Consumer Research*, 29 (December), 416-26.

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- Hoch, Stephen J. and Young-Won Ha (1986), "Consumer Learning: Advertising and the Ambiguity of Product Experience," *Journal of Consumer Research*, 13, 221-233.
- Moreau, Page, Donald R. Lehmann and Arthur B. Markman (2001), "Entrenched Knowledge Structures and Consumer Response to Really New Products," *Journal of Marketing Research*, 38 (February), 14-29.
- Roehm, Michelle L. and Brian Sternthal (2001), "The Moderating Effect of Knowledge and Resources on the Persuasive Impact of Analogies," *Journal of Consumer Research*, 28 (September), 257-72.

Session 4: Consumer Choice and Goals (October 2)

- Bettman, James R., Mary-Frances Luce and J.W. Payne (1998), "Constructive Consumer Choice Processes," *Journal of Consumer Research*, 25, 187–217.
- Simonson, Itamar and Amos Tversky (1992), "Choice in Context: Tradeoff Contrast and Extremeness Aversion," *Journal of Marketing Research*, 29 (August), 281-295.
- Fridman, Ariel, On Amir, and Karsten Hanson (2023), "Dominance Effects in the Wild," *Journal of Consumer Research*, forthcoming.
- Fishbach, Ayelet and Ravi Dhar (2005), "Goals as Excuses or Guides: The Liberating Effect of Perceived Goal Progress on Choice," *Journal of Consumer Research*, 32, 370–377.
- Bayuk, Julia Belyavsky, Chris Janiszewski, and Robyn A. Leboeuf (2010), "Letting Good Opportunities Pass Us By: Examining the Role of Mind-Set during Goal Pursuit," *Journal of Consumer Research*, 37 (December), 570-583.
- Marissa A Sharif , Kaitlin Woolley, Work-to-Unlock Rewards: Leveraging Goals in Reward Systems to Increase Consumer Persistence, *Journal of Consumer Research*, Volume 49, Issue 4, December 2022, Pages 634–656, <https://doi.org/10.1093/jcr/ucac007>

THANKSGIVING BREAK – NO CLASS OCTOBER 9

Session 5: The Role of Non-Conscious, Incidental, Implicit, and Introspectively Blank Influences in Consumer Behaviour (October 16)

- Chartrand, Tanya L. (2005), "The Role of Conscious Awareness in Consumer Behavior," *Journal of Consumer Psychology*, 15 (3), 203-210.
- Darke, Peter R., Amitava Chattopadhyay, and Laurence Ashworth (2006), "The Importance and Functional Significance of Affective Cues in Consumer Choice," *Journal of Consumer Research*, 33 (December), 322-328.
- Fitzsimons, Graine M., Tanya L. Chartrand and Gavan J. Fitzsimons (2008), "Automatic Effects of Brand Exposure: How Apple Makes you 'Think Different'," *Journal of Consumer Research*, 35 (1), 21-35.
- Perkins, Andrew W. and Mark R. Forehand (2012), "Implicit Self-Referencing: The Effect of Non-Volitional Self-Association on Brand and Product Attitude," *Journal of Consumer Research*, 39 (June), 142-156.
- Schwarz, Norbert (2004). Metacognitive Experiences in Consumer Judgment and Decision-Making. *Journal of Consumer Psychology*, 14, 332-348.

"Choose Your Own Adventure" Options for Conference Paper Presentations

- 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, 999-1014.
- Ferraro, Rosellina, Bettman, James R. and Tanya L. Chartrand (2009), "The Power of Strangers: The Effect of Incidental Consumer Brand Encounters on Brand Choice," *Journal of Consumer Research*, 35 (February), 729-741.
- Chartrand, Tanya L., Joel Huber, Baba Shiv, and Robin J. Tanner (2008), "Nonconscious Goals and Consumer Choice," *Journal of Consumer Research*, 35 (August), 189-201

Session 6: Affect, Emotion, Mood, What's the Diff? (October 23)

- Bagozzi, Richard. P., Mahesh Gopnather and Prashanth U. Nyer (1999), "The Role of Emotions in Marketing," *Journal of the Academy of Marketing Science*, 27(2), 184-206.
- Di Muro, Fabrizio and Kyle B. Murray (2012), "An Arousal Regulation Explanation of Mood Effects on Consumer Choice," *Journal of Consumer Research*, 39 (3), 574-584.
- King, Dan and Chris Janiszewski (2011), "Affect-Gating", *Journal of Consumer Research*, 38 (December), 697- 711.
- Mogilner, Cassie, Aaker, Jennifer, and Sepandar D. Kamvar, "How Happiness Affects Choice," *Journal of Consumer Research*, 39 (August), 429-443.
- Pham, Michel Tuan (1998), "Representativeness, Relevance, and the Use of Feelings in Decision Making," *Journal of Consumer Research*, 25 (September), 144-159.

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- Kidwell, Blair, David M. Hardesty and Terry L. Childers (2008), “Consumer Emotional Intelligence: Conceptualization, Measurement, and the Predictions of Consumer Decision Making,” *Journal of Consumer Research*, 35 (June), 154-166.
- Shiv, Baba and Alexander Fedorikhin (1999), “Heart and Mind in Conflict: The Interplay of Affect and Cognition on Choice Behavior,” *Journal of Consumer Research*, 26(3), 278-292.
- Wood, Stacy L. and C. Page Moreau (2006), “From Fear to Loathing: How Emotion Influences the Evaluation and Early Use of Innovations”, *Journal of Marketing*, 70 (July), 44-57.

Session 7: One-on-one work Session (October 30)

During our three hour class session, we will instead schedule one-on-one meetings to go over and review the upcoming Reviewing assignment, your major research paper, and other course questions you may have. These will be schedule closer to the date.

Session 8: Identity and Self Processes... Who am I? (November 6)

- Belk, Russell W. (1988), “Possessions and the Extended Self,” *Journal of Consumer Research*, 15 (2), 139-168.
- Ferraro, Rosellina, Jennifer Edson Escalas, James R. Bettman (2011), “Our Possessions, Our Selves: Domains of Self-Worth and the Possession-Self Link,” *Journal of Consumer Psychology*, 21 (2), 169-177.
- Reed, Americus and Mark R. Forehand (2016), “The Ebb and Flow of Consumer Identities: The Role of Memory, Emotions, and Threats,” *Current Opinion in Psychology*, 10 (August), 94-100.
- Berger, Jonah and Chip Heath (2007), “Where Consumers Diverge From Others: Identity Signaling and Product Domains,” *Journal of Consumer Research*, 34 (August), 121-34.
- White, Katherine, Jennifer J. Argo, and Jaideep Sengupta (2012), “Dissociative versus Associative Responses to Social Identity Threat: The Role of Consumer Self-Construal,” *Journal of Consumer Research*, 39 (December), 704-719.

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- Aaker, Jennifer L. (1999), “The Malleable Self: The Role of Self-Expression in Persuasion,” *Journal of Marketing Research*, 36 (February), 45-57.
- Mandel, Naomi (2003), “Shifting Selves and Decision-Making: The Effects of Self-Construal Priming on Consumer Risk-Taking,” *Journal of Consumer Research*, 30 (June), 30-40.
- Mukhopadhyay, A. and G.V. Johar (2005), “Where There Is a Will, Is There a Way? Effects of Lay Theories of Self-Control on Setting and Keeping Resolutions,” *Journal of Consumer Research*, 31 (March), 779-786.

Session 9: Social, Group, and Interpersonal Influence (November 13)

Cotte, June and Stacy L. Wood (2004), "Families and Innovative Consumer Behavior: A Triadic Analysis of Sibling and Parental Influence," *Journal of Consumer Research*, 31 (1), 78–86.

Lerouge, Davy and Luk Warlop (2006), "Why It is So Hard to Predict our Partner's Product Preferences: The Effect of Target Familiarity Prediction Accuracy," *Journal of Consumer Research*, 33 (3), 393-402.

* Honorable Mention: Robert Ferber Award 2007, JCR

Liu, Peggy J., Steven K. Dallas, and Gavan J. Fitzsimons (2019), "A Framework for Understanding Consumer Choices for Others," *Journal of Consumer Research*, 46, 407-34.

Noah J. Goldstein, Robert J. Cialdini, and Vladas Griskevicius (2008), "A Room with a Viewpoint: Using Social Norms to Motivate Environmental Conservation in Hotels," *Journal of Consumer Research*, 35 (October), 472-482.

Ramanathan, Suresh and Ann L. McGill (2007), "Consuming with Others: Social Influences on Moment-to-Moment and Retrospective Evaluations of an Experience," *Journal of Consumer Research*, 34 (December), 506-24.

"Choose Your Own Adventure" Options for Conference Paper Presentations

Argo, Jennifer J., Darren W. Dahl and Rajesh V. Manchanda (2005), "The Influence of a Mere Social Presence in a Retail Context," *Journal of Consumer Research*, 32(2), 207-212.

McFerran, Brent and Jennifer J. Argo (2013), "The Entourage Effect," *Journal of Consumer Research*, 40 (February), 871 – 884.

Wilcox, Keith and Andrew Stephen (2013), "Are Close Friends the Enemy? Online Social Networks, Self-Esteem, and Self-Control," *Journal of Consumer Research*, 40 (1), 90-103.

Session 10: Brands and Consumers (November 20)

Fournier, Susan (1998), "Consumers and Their Brands: Developing Relationship Theory in Consumer Research," *Journal of Consumer Research*, 24 (4), 343-73.

Muniz Jr., Albert M. and Thomas C. O'Guinn (2001), "Brand Community", *Journal of Consumer Research*, 27, 412-432.

Thomson, M., MacInnis, D. J., & Park, C. W. (2005). The Ties that Bind: Measuring the Strength of Consumers' Emotional Attachments to Brands. *Journal of Consumer Psychology*, 15(1), 77-91.

Khamitov, Mansur, Xin (Shane) Wang, and Matthew Thomson (2019), "How Well Do Consumer-Brand Relationships Drive Customer Brand Loyalty? Generalizations from a Meta-Analysis of Brand Relationship Elasticities," *Journal of Consumer Research*, 46 (3), 435–459.

Keller Kevin Lane (2021), The Future of Brands and Branding: An Essay on Multiplicity, Heterogeneity, and Integration, *Journal of Consumer Research*, 48 (4), 527–540

“Choose Your Own Adventure” Options for Conference Paper Presentations

- Epp, Amber, Hope Jensen Schau and Linda L. Price (2014), “The Role of Brands and Mediating Technologies in Assembling Long-Distance Family Practices,” *Journal of Marketing*, 78: 81-101.
* Sheth Foundation/Journal of Marketing Award Finalist 2019
- Fournier, Susan and Jennifer Aaker (2004), “When Good Brands Do Bad,” *Journal of Consumer Research*, 31(1), 1-16.
- Batra, R., Ahuvia, A., & Bagozzi, R. P. (2012). Brand love. *Journal of Marketing*, 76(2), 1-16.

Session 11: Experiences, Happiness, and Memory (November 27)

- Holbrook, Morris B. and Elizabeth C. Hirschman (1982), “The Experiential Aspects of Consumption: Consumer Fantasies, Feelings, and Fun,” *Journal of Consumer Research*, 9 (September), 132-140.
- Arnould, Eric J. and Linda L. Price (1993), “River Magic: Extraordinary Experience and the Extended Service Encounter”, *Journal of Consumer Research*, 20(1), 24-45.
- Bhattacharjee, Amit and Cassie Mogilner (2014), “Happiness from Ordinary to Extraordinary Experiences,” *Journal of Consumer Research*, 1 (1), 1-17.
- Rocklage, Matthew D., Derek R. Rucker, and Loran F. Nordgren (2021), “Emotionally Numb: Expertise Dulls Consumer Experience,” *Journal of Consumer Research*, 48, 355- 73.
- Zauberman, Gal, Rebecca K. Ratner, and B. Kyu Kim (2009), “Memories as Assets: Strategic Memory Protection in Choice Over Time,” *Journal of Consumer Research*, 35 (February), 715-28.
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- Kettle, K. L., Trudel, R., Blanchard, S. J., & Haubl, G. (2016). Repayment concentration and consumer motivation to get out of debt. *Journal of Consumer Research*, 43, 460–477.
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Supplement I Guidelines for Discussion Leaders

During the semester, you will serve as a discussion leader in one class. The expectations are listed below.

1. *Email Discussion Questions*

Twenty-four to 48 hours in advance of the class session, email your classmates discussion questions. Your questions may address an issue in a specific paper or an issue raised by a group of assigned papers in the session or reference and encourage linkage to papers in prior sessions.

2. *Distribute Summary*

The discussion leader will prepare a one to two page (single-spaced, double sided) summary of each article assigned for that session. The first page should show the boxes-and-arrows model tested in the article, with the hypotheses (H1, H2 etc.) stated below the model. The second page should contain (in bulleted form), the main findings/contributions of the article. The discussion leader will email these summaries immediately after class. The summaries will be a useful memory aid later, for quickly reviewing the main findings in that area of research and in preparing for your comprehensive exam.

3. *Teaching recommended material (~20 mins)*

To teach is to learn twice. ~Joseph Joubert, Pensées, 1842

Your job in this part of the class is to provide a brief overview of the material covered in the recommended readings. You may do this in whole or in part through lecture or through alternative means. I STRONGLY encourage you to incorporate creative or interactive teaching methods, such as

- a. Acting out or providing a visual overview of one or more of the studies or research articles
- b. Doing a demonstration that will allow your classmates to experience a phenomenon discussed in the readings
- c. Sharing a brief video clip or media article that highlights a key concept or stimulates thinking around important concepts in the assigned papers
- d. Finding out some fun facts about the research from one of the authors
- e. Staging a mock debate/fight that captures a debate in the literature
- f. Anything else you can think of— Get creative! If you make the material engaging and fun, the research comes alive and becomes more memorable

4. *Leading discussion (~80 mins)*

Your job in this part of class is to facilitate (not dominate) class discussion of the readings. You will call on your classmates to respond to the discussion questions that you prepared and any shared by your classmates. It is your job (with help from me) to decide when discussion wanders too much from the key issues and to encourage your classmates back to the main discussion topics. See below for ideas on leading the discussion.

5. *Leading application session (20; **optional but highly recommended**)*

Your job in this part of class is to facilitate an activity to help your classmates apply the readings toward the generation of new ideas; doing so is optional (but highly recommended)—you may choose to lead an extended discussion instead—but I would strongly encourage you to include an application component. This may involve having your classmates work together in pairs or small groups (in a virtual breakout session) and then reporting back to the rest of the class. Activities may include (but are not limited) to having:

- a. Small groups identify the most important unanswered question from the readings to design experiments to answer this question.
- b. Pairs of students working together to apply the conceptual advances or methodological approaches used in the readings to design an experiment related to an individual students' primary research interests.
- c. Students develop a solution to a current consumer issue using the assigned readings. In the interest of time, it would probably be best for the discussion facilitator to identify and present the "current consumer issue", possibly in the form of a written or verbal scenario.
- d. Small groups create ad campaigns for a particular product or cause (drawing on the understanding provided by the readings), and the class discusses which would be most effective.

Here is the preparation you will need to do before facilitating

- 1) Well before facilitation, read all of the assigned articles to begin formulating how to teach the recommended material and how to lead the application session (should you choose to do this session). Knowing your articles well before your turn as discussion leader will "prime" you to identify relevant real world examples, think of creative learning activities etc.
- 2) 24-48 hours before facilitation, send out the discussion questions to your classmates.

Supplement II
Guidelines for Preparing an Academic Presentation

(Adapted from Cait Poynor Lamberton, University of Pittsburgh and Rebecca Reczek, Ohio State University)

The main thing to keep in mind as you prepare to present your work at an academic conference is that you have a limited amount of time (typically 15-20 minutes) in which to convey the main ideas. So be succinct! You cannot discuss all of the details of your work. The most common mistake at conferences is poor time management – specifically, overkill on the literature review and hypotheses. It is important that you embed your work in the relevant theoretical network, but it is critical that you leave sufficient time to convince the audience that your work makes a contribution to the field's body of knowledge. This is done by presenting your empirical work. The key aspects of your presentation and ballpark estimates for time allocation are below:

1-2 minutes	The Problem – What is the phenomenon and why is it interesting? Use real world examples as much as possible.
3-5 minutes	Literature review/hypothesis development – Focus only on the most relevant literature.
8-10 minutes	Empirical work – avoid text heavy slides. Walk the audience through KEY studies from the point of view of a study participant. Use simple figures and graphs to share results. Be prepared to offer more detail or to reference non-focal studies when the opportunity presents itself, for example, in response to a question from the audience. Hidden slides may be useful. Take your time. Be clear. Practicing aloud on your own will help you to be succinct.
2-3 minutes	Conclusions/Implications – Clearly articulate the theoretical and practical contributions. Also, go beyond what's written to CONNECT this work to other papers we've read in class. Does it converge with prior work? Diverge? Challenge? Explain? Extend?
1-2 minutes	Next steps – How would you follow up on this work?
Questions	Anticipate these in advance. This is where hidden slides or examples may be handy.

As an Audience Member: Asking Questions and Providing Suggestions

Although we will not have opportunity to pose questions during the research presentations in our course, you may ask a question during the accompanying session if you choose to reference the presented research. Remember that questions should be phrased in constructive ways. Also, remember, if you get a bad answer, is it because your question was unclear, or is it because the speaker was not able to answer your question? At what point is it time to accept the answer as provided or move the discussion off-line? Understanding these dynamics is crucial in being a good audience member and departmental citizen.

Syllabus Supplement III **Guidelines for Critiquing a Research Article**

(Adapted from Louis Kruger, Northeastern University and Rebecca Reczek, Ohio State University)

You should focus your critique on the important strengths and weaknesses of the article. The following suggestions on article review should be viewed as a guide and should not be followed in a “lock-step” manner. Try to approach the article on two levels: (a) overall coherence, consistency and logic of the argument (i.e., Do people really behave in this way? Are the findings generalizable?); and (b) specific strengths and weaknesses (i.e., Is the evidence provided in the article convincing?). Use concrete examples as means of illustrating your points.

1. Introduction / Background / Literature Review - Are the goals of the research clearly stated? Does the research have important practical and /or theoretical relevance? Are rationales clearly stated? Has the literature been adequately reviewed? Is extraneous material included? Do the researchers critically evaluate previous relevant research and/or do they merely summarize? Does the review provide a solid justification for the goals of the research? Is the theoretical context of the problem clearly conveyed?
2. Are hypotheses clearly and succinctly stated? Are hypotheses logical extensions of the literature reviewed? Are the hypotheses consistent with the goals of the research? Are the hypotheses testable?
3. Method, Design, & Procedure - Do instruments and overall design adequately reflect the variables to be investigated? Do researchers present convincing evidence that instruments are reliable and valid? Are there important defects in the overall design of the study? What factors (if any) might have biased the subjects' behavior?
4. Analysis and Results - Are statistical procedures appropriate for the hypotheses? Can you understand what was done? Were statistics used appropriately? Do you suspect that the researchers went on a “fishing trip”? Do you expect the researchers had different hypotheses when they started the project/designed the study? Do results clearly address each hypothesis? Do tables, figures, and the discussion of the results facilitate or obfuscate inferences about key hypothesis tests?
5. Conclusions and Implications - Are the conclusions justified by the results? Are statistically significant results practically significant? Do the researchers consider alternate explanations for the results (e.g., extraneous factors, competing theories)? Are practical and theoretical implications discussed (if both are relevant)? Are important implications neglected by the researchers? Are the limitations of the investigation addressed? Are future directions for research specified?

Supplement IV Guidelines for Writing a Research Proposal

Approach this proposal as though you are writing the front end of a manuscript for the *Journal of Consumer Research*, which typically has a two-page introduction and eight pages of theoretical development (double-spaced), not including studies. Identifying a favourite *JCR* article as a template that you reference when writing proposals and manuscripts will be extremely helpful. Below are elements that should be included in a research proposal.

- Abstract (75 to 100 words)
- Contribution Statement
 - This is different than an abstract and can be a very humbling exercise
- Introduction
 - Positioning
 - What are you studying and why is it important?
 - Identify your research question(s). Indicate why the question(s) or phenomenon is interesting.
 - How will your investigation build on theoretical findings in the current literature?
 - Use real world examples to motivate your investigation or to provide context for your theory. No really... do this!!!!
 - Provide an overview of the study(ies) or at least a nice lead in to your proposed study.
- Constructs and Conceptual Model
 - Develop a pictorial depiction of the conceptual model guiding your research question(s).
 - Identify and define relevant constructs in the conceptual model (be clear about which are independent, dependent, mediator, moderator, or control variables).
 - Developing a conceptual model is necessary to make your theorizing more precise.
- Hypotheses and Theory
 - Ensure your hypotheses relate to the constructs in your model.
 - Hypotheses should be presented at the level of the construct and not in terms of the construct's operationalization.
 - Clearly articulate the motivation that guides the hypotheses and why it is relevant.
 - Make your hypotheses explicit
- Research Methodology
 - Design studies which can be used to test the conceptual model, identifying the research methodology to be used and how the constructs will be measured.
 - The description of your study should also resemble that of a study design write-up in *JCR*, *JCP* or *JMR* and should probably include a study overview/intro and specific details about the design, participants, procedure, measurement of variables, and proposed statistical analysis and anticipated results.
 - The research methodology should be sufficiently detailed that you could submit the study to the Research Ethics Board and run the study upon approval.
 - If you have several hypotheses that cannot be tested adequately in one study, feel free to propose more studies.
- References
 - Use the *JCR* style guide available on the *JCR* website.

Supplement V **Resources to Support Writing a Comprehensive Literature Review**

There are many resources providing excellent guidance on how to construct a literature review, and there are several types of literature reviews, for example, check out this article,
<https://www.sciencedirect.com/science/article/abs/pii/S0969593120300585>

I strongly suggest that you conduct a narrative review or traditional literature review, as described on the following websites.

<http://advice.writing.utoronto.ca/types-of-writing/literature-review/>

<https://writingcenter.unc.edu/tips-and-tools/literature-reviews/>

<https://libraryguides.griffith.edu.au/c.php?g=451351&p=3333115>

<https://www.lib.uwo.ca/tutorials/typesofliteraturereviews/index.html>

Additional References

<https://www.wiley.com/network/researchers/preparing-your-article/writing-a-literature-review-six-steps-to-get-you-from-start-to-finish>