
9834 Consumer Behavior Seminar [2013-2014]

Winter: Wednesdays, 9 am – 12 pm,

First Meeting: Jan. 8, 2014

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Course Objectives:

1. Provide a foundation for critical thinking and creativity in the area of consumer behaviour.
2. Provide exposure and ignite interest in some of the classic and emerging theoretical and substantive areas of consumer research.
3. Introduce commonly used methods and tools and current perspectives on their use in studying consumer behavior.

Evaluation: I will assess you as follows:

In-Class Contribution	30%
Discussion Leader	20%
Conference Style Presentation	20%
<u>Research Paper</u>	<u>30%</u>
	100%

The final average in this class will likely be in the 80% to 85% range, though there is no policy specifying it cannot be higher or lower. 90%+ = A+ (= truly exceptional); 80-90% = A (doing just fine); 70-80% = B (we should talk).

Materials: There is a reading list attached to this syllabus

See: Network/Biz-Info/PhD/Shared/Consumer Behaviour.

Contribution: The course is a seminar, a format which requires you to speak. I evaluate your contribution daily on the basis of the quality and quantity of your contributions. Do all the readings carefully. Be thoughtful. Make well-substantiated and logical arguments. Be critical.

Take risks. Listen.

Discussion Leader¹: Students will lead the discussion of one or two sessions during the year (depending on enrollment). Sessions will be assigned on a first-come, first-served basis (we will set the schedule on our first meeting). Discussion leaders do not give a presentation on the assigned readings, nor are they expected to be able to answer the questions by the other students in an expert fashion. The primary role is to spearhead the discussion, making sure to pull out important insights, theories, ideas, facts etc... It is to help the class reach a superior understanding of the topics in a given class. You will be evaluated on the basis of how well you stimulate and structure the class discussions. You do not teach; rather, you create an environment where students teach each other through enlightened discussion.

Discussion leaders should plan for a 2.5 hour block (the remaining time will often be used for other course content). While you are leading the discussion, you may not distribute any handouts or use a computer (e.g. no power point).

Conference Style Presentation: Once during the semester (on a day you are not a discussion leader), you will present an article that is not covered by the readings. This article must be no more than 10 years old, be published in one of the top marketing journals, not be assigned reading in this course and be directly based on the respective session's topic (e.g. if our topic is on Experiential Consumption, then your chosen article must also fall under that umbrella). You will make a ~15-20 minute conference-style presentation of the paper as if you were the paper's lead author. You must cover research motivation, contribution, theory, methodology and results.

Research Paper: Write a paper on a consumer behaviour topic that interests you. The paper must be *de novo* (e.g. independent of other current or past coursework or workplace efforts) but you may build on ideas generated by you in previous course work or ideas given to you by a professor. The paper itself must be entirely new. 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 ideas, 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.

Do not propose a meta-analysis or conceptual paper. The papers you submit should be aimed at a quality that would generate interest and attention from reviewers at JCR, JM etc.... The paper must be hypothesis driven (present three or four hypotheses) and it must demonstrate a good grasp of the literature; it must attempt to make an explicit and significant contribution; it must be logical, persuasive and put theory front and centre. The paper includes everything you'd typically see in a top journal article up to (but not including) the "Study 1" section:

- Introduction section (e.g. Position paper. Why is it important? What is the contribution? What is the general approach of the paper? What is the paper's goal?). This section must include a succinct and precise representation of your research question.

¹ Adapted from Professor Bertam Gawronski's (UWO) 9701 syllabus.

- Literature Review: Literature review that is derived from and supports your research question. This section could include hypotheses, or it may precede a formal hypotheses generation section. Either way, the paper must present a theoretical model as well as three or four formally-developed hypotheses.
- Figures, tables etc... You must include a theoretical model or orienting figure as a figure.

Due noon on April 16th. You will submit the paper through Turn It In.com. I am limiting you to 15 pages of text (not including references, tables and figures, abstract). Provide an abstract on the first page (not counted as part of the page limit) and a contribution statement on second page (see JCR submission guidelines for what this is²). It is vital that you keep a good length to contribution ratio.

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 one of the top marketing journals.

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 etc... will earn an automatic grade of zero. Assignments that exceed page limits will be treated as late.
- 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. If you miss 3 or more classes, you may not hand in the final paper (which takes the place of our 'final exam'). In any event, if you miss a class, you are responsible for the assignment and the readings.
- Pay attention to the quality of your writing (well organized and articulated; specific and clear meanings; perfect formatting etc...). COMMUNICATE IN SUCH A MANNER THAT YOU CANNOT POSSIBLY BE MISUNDERSTOOD. If you can't communicate your amazing ideas, they're bad ideas. I tend to be very hard on poorly written assignments.
- I use Turn It In.com. Sometime in the beginning of the semester, you'll receive an email to register at this site. Please do so, and submit all your course work to me through them. Instructions to follow. However, here is some official language on the matter: "*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)(<http://www.turnitin.com>).*"

Academic integrity: Plagiarism and other forms of academic dishonesty will be dealt with consistent with the official policies of the university. This concept applies with equal force to all assignments and is considered a major Scholastic Offence. I want to be very clear: If I find you

² <http://www.ejcr.org/contribution-statement.htm>

to be cheating, plagiarizing, working together when you are not permitted to etc..., I will do everything in my power to have you removed from the class, the program and the university. I will be holding you, as a PHD student, to a high standard of integrity and professional conduct. If you have concerns, queries etc..., talk to me immediately. Here is some language that the university requires: "Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf"

Readings:

Session 1 (January 8): Perspectives

- McCracken, G. (1986). Culture and Consumption: A Theoretical Account of the Structure and Movement of the Cultural Meaning of Consumer Goods. *Journal of Consumer Research*, 13(1), 71–84.
- Zaltman, G. (2000). Consumer Researchers: Take a Hike! *Journal of Consumer Research*, 26 (March), 423–428.
- Deighton, J. (2007). From the Editor: The Territory of Consumer Research: Walking the Fences. *Journal of Consumer Research*, 34 (3), 279–282.
- MacInnis, D. J., & Folkes, S. (2010). The Disciplinary Status of Consumer Behavior: A Sociology of Science Perspective on Key Controversies. *Journal of Consumer Research*, 36 (6), 899–915.
- Kopetz, C.E., Kruglanski, A.W., Arens, Z.G., Etkin, J., Johnson, H.M. (2012). The Dynamics of Consumer Behavior: A Goal Systemic Perspective. *Journal of Consumer Psychology*, 208–223.

Session 2 (January 15): Motivation and Personality

- Belk, R.W. (1988). Possessions and the Extended Self. *Journal of Consumer Research*, 15, 139–168.
- Simonson, I. (1989). Choice Based on Reasons: The Case of Attraction and Compromise Effects. *Journal of Consumer Research*, 16(2), 158–174.
- Bettman, J.R., Luce, M.F., & Payne, J.W. (1998). Constructive Consumer Choice Processes. *Journal of Consumer Research*, 25, 187–217.
- Fishbach, A., & Dhar, R. (2005). Goals as Excuses or Guides: The Liberating Effect of Perceived Goal Progress on Choice. *Journal of Consumer Research*, 32, 370–377.
- Chartrand, T.L., Huber, J., Shiv, B., & Tanner, R.J. (2008). Nonconscious Goals and Consumer Choice. *Journal of Consumer Research*, 35, 189–201.

Session 3 (January 22): Attention, Perception and Memory

- Lynch, J., & Srull, T. (1982). Memory and Attentional Factors in Consumer Choice: Concepts and Research Methods. *Journal of Consumer Research*, 9, 18–37.
- Sujian, M., & Bettman, J. (1989). The Effects of Brand Positioning Strategies on Consumers' Brand and Category Perceptions: Some Insights from Schema Research. *Journal of Marketing Research*, 26, 454–467.
- Braun, K.A. (1999). Post-experience Advertising Effects on Consumer Memory. *Journal of Consumer Research*, 25, 319–334.

- Kivetz, R., & Simonson, I. (2002). Earning the Right to Indulge: Effort as a Determinant of Consumer Preferences Toward Frequency Program Rewards. *Journal of Marketing Research*, 39, 155–170.
- Zauberan, G., Kyu Kim, B., Malkoc, S.A., & Bettman, J.R. (2009). Discounting Time and Time Discounting: Subjective Time Perception and Intertemporal Preferences. *Journal of Marketing Research*, 46 (4), 543–556.

Session 4 (January 29): Attitudes, Persuasion and Information Processing

- Petty, R E., Cacioppo, J.T., & Schumann, D. (1983). Central and Peripheral Routes to Advertising Effectiveness: The Moderating Role of Involvement. *Journal of Consumer Research*, 10(2), 135–146.
- Chaiken, S., Liberman, A., & Eagly, A.H. (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.
- Friestad, M., & Wright, P.J. (1994). “The Persuasion Knowledge Model: How People Cope with Persuasion Attempts. *Journal of Consumer Research*, 21 (June), 1–31.
- Meyers-Levy, J., & Malaviya, P. (1999). Consumers’ Processing of Persuasive Advertisements: An Integrative Framework of Persuasion Theories. *Journal of Marketing*, 63, 45–60.
- Campbell, M., & Kirmani, A. (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.

Session 5 (February 5): Expertise, Learning and Knowledge Transfer

- Hoch, S.J., & Ha, Y-W. (1986). Consumer Learning: Advertising and the Ambiguity of Product Experience. *Journal of Consumer Research*. 13, 221–233.
- Alba, J.W., & Hutchinson, J.W. (1987). Dimensions of Consumer Expertise. *Journal of Consumer Research*, 13 (March), 411–454.
- Alba, J.W., & Hutchinson, J.W. (2000). Knowledge Calibration: What Consumers Know and What They Think They Know. *Journal of Consumer Research*, 27 (September), 123–156.
- Moreau, P., Lehmann, D.R., & Markman, A.B. (2001). Entrenched Knowledge Structures and Consumer Response to Really New Products. *Journal of Marketing Research*, 38 (February), 14–29.
- Wood, S.L., & Lynch, J.G., Jr. (2002). Prior Knowledge and Complacency in New Product Learning. *Journal of Consumer Research*, 29 (December), 416–426.

Session 6 (February 12): Ideation, Categorization, Preferences and Evaluation

- Ozanne, J.L., Brucks, M., & Grewal, D. (1992). A Study of Information Search Behaviour During the Categorization of New Products. *Journal of Consumer Research*, 18 (4): 452–463.
- Dahl, D.W., & Moreau, P. (2002). The Influence and Value of Analogical Thinking During New Product Ideation. *Journal of Marketing Research*, 39 (1), 47–60.
- Hoeffler, S. (2003). Measuring Preferences for Really New Products. *Journal of Marketing Research*, 40 (4), 406–420.
- Gregan-Paxton, J., Hoeffler, S., & Zhao, M. (2005). When Categorization is Ambiguous: Factors That Facilitate the Use of a Multiple Category Inference Strategy. *Journal of Consumer Psychology*, 15 (2), 127–140.

- Alexander, D.L., Lynch, J.G., Jr., & Wang, Q. (2008). As Time Goes By: Do Cold Feet Follow Warm Intentions for Really New versus Incrementally New Products. *Journal of Consumer Research*, 45 (June), 307–319.

Session 7 (February 26): Non-Conscious, Incidental & Implicit Influences

- Bargh, J.A. (2002). Losing Consciousness: Automatic Influences on Consumer Judgment, Behavior, and Motivation. *Journal of Consumer Research*, 29, 280–285.
- Chartrand, T.L. (2005). The Role of Conscious Awareness in Consumer Behavior. *Journal of Consumer Psychology*, 15 (3), 203–210.
- Fitzsimons, G.J., Nunes, J.C., & Williams, P. (2007). License to Sin: The Liberating Role of Reporting Expectations. *Journal of Consumer Research*, 34, 22–31.
- Luna, D., Ringberg, T., & Peracchio, L.A. (2008). One Individual, Two Identities: Frame Switching among Biculturals. *Journal of Consumer Research*, 35, 279–293.
- Perkins, A.W., & Forehand, M.R. (2012). Implicit Self-Referencing: The Effect of Non-Volitional Self-Association on Brand and Product Attitude. *Journal of Consumer Research*, 39 (1), 142–156.

Session 8 (March 5): Affect and Emotion

- Shiv, B., & Fedorikhin, A. (1999). Heart and Mind in Conflict: The Interplay of Affect and Cognition on Choice Behavior. *Journal of Consumer Research*, 26(3), 278–292.
- Bagozzi, R.P., Gopnather, M., & Nyer, P.U. (1999). The Role of Emotions in Marketing. *Journal of the Academy of Marketing Science*, 27(2), 184–206.
- Kidwell, B., Hardesty, D.M., & Childers, T.L. (2008). Consumer Emotional Intelligence: Conceptualization, Measurement, and the Predictions of Consumer Decision Making. *Journal of Consumer Research*, 35 (June), 154–166.
- Griskevicius, V., Shiota, M.N., & Nowlis, S.M. (2010). The Many Shades of Rose-Colored Glasses: An Evolutionary Approach to the Influence of Different Positive Emotions. *Journal of Consumer Research*, 37 (August), 238–250.
- King, D., & Janiszewski, C. (2011). Affect-Gating. *Journal of Consumer Research*, 38 (December), pages TBA.

Session 9 (March 12): Identity and Self

- Fournier, S. (1998). Consumers and Their Brands: Developing Relationship Theory in Consumer Research. *Journal of Consumer Research*, 24, 343–373.
- Aggarwal, P. (2004). The Effects of Brand Relationships on Norms on Consumer Attitudes and Behavior. *Journal of Consumer Research*, 31 (1), 87–101.
- On Amir, N.M., & Ariely, D. (2008). The Dishonesty of Honest People: A Theory of Self-Concept Maintenance. *Journal of Marketing Research*, 45 (December), 633–644.
- Wood, W., & Neal, D.T. (2009). The Habitual Consumer. *Journal of Consumer Psychology*, 19, 579–592.
- Batra, R., Ahuvia, A., & Bagozzi, R.P. (2011). Brand Love. *Journal of Marketing*, 76 (2), 1–16.

Session 10 (March 19) Group and Interpersonal Influence

- Ariely, D., & Levav, J. (2000). Sequential Choice in Group Settings: Taking the Road Less Traveled and Less Enjoyed. *Journal of Consumer Research*, 27, 279–290.

- Cotte, J., & Wood, S.L. (2004). Families and Innovative Consumer Behavior: A Triadic Analysis of Sibling and Parental Influence. *Journal of Consumer Research*, 31 (2), 78–86.
- Ramanathan, S., & McGill, A.L. (2007). Consuming with Others: Social Influences on Moment-to-Moment and Retrospective Evaluations of an Experience. *Journal of Consumer Research*, 34 (December), 506–524.
- Goldstein, N.J., Cialdini, R.J., & Griskevicius, V. (2008). A Room with a Viewpoint: Using Social Norms to Motivate Environmental Conservation in Hotels. *Journal of Consumer Research*, 35 (October), 472–482.
- White, K., & Argo, J. (2011). When Imitation Doesn't Flatter: The Role of Consumer Distinctiveness in Responses to Mimicry. *Journal of Consumer Research*, 38(December), 667–680.

Session 11 (March 26) Experiential Consumption³

- Zauberaman, G., Ratner, R.K., & Kyu Kim, B. (2009). Memories As Assets: Strategic Memory Protection in Choice Over Time. *Journal of Consumer Research*, 35 (February), 715–728.
- Nicolao, L., Irwin, J.R., & Goodman, J.K. (2009). Happiness for Sale: Do Experiential Purchases Make Consumers Happier Than Material Purchases? *Journal of Consumer Research*, 36 (August), 188–198.
- Goode, M.R., Dahl, D.W., & Moreau, C.P. (2010). The Effect of Experiential Analogies on Consumer Perceptions and Attitudes. *Journal of Marketing Research*, 47(2), 274–286
- Keinan, A., & Kivetz, R. (2011). Productivity Orientation and the Consumption of Collectable Experiences. *Journal of Consumer Research*, 37 (6), 935–950.
- Alba, J.W., & Williams, E.F. (2012). Pleasure Principles: A Review of Research on Hedonic Consumption. *Journal of Consumer Psychology*, 1, 2–18.

Session 12: April 2 People's Choice

Find other 'important' CB papers – see footnote.

³ Each student must bring in a copy of what he or she views as an important CB paper that we have not covered in this class. After Session 11 (but not before I have approved the article during Session 11), each student must email an electronic copy of his or her chosen article to the class. These articles will be the readings for Session 12.