



## MBA 732: CONSUMER BEHAVIOR

Spring Semester 2020

January 13 – April 29

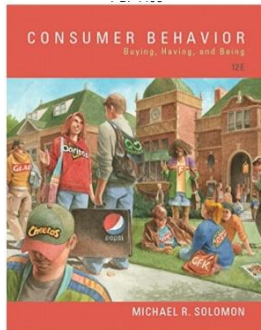
Meeting: Wednesday, 6:30-9:20pm in 202 Bryan Building

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Office Hours: Monday 3:30pm-4:30pm and by appointment  
Course Documents: <https://canvas.uncg.edu/>

**SEND ALL QUESTIONS VIA EMAIL ONLY**

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### REQUIRED MATERIALS



**Consumer Behavior: Buying, Having, and Being, 12<sup>th</sup> edition**, by Michael R. Solomon, Prentice-Hall.

All **Additional** required readings can be found in pdf form on Canvas.

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**Catalog Course Description:** Applying behavioral theories to understand consumer consumption behaviors and the effect of environmental and psychological influences on the consumer decision making process.

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### NATURE AND PURPOSE OF THE COURSE

*Consumer Behavior is the most exciting area in the study of marketing!*

Consumer behavior is omnipresent; we cannot escape it – every moment of our lives we are engage in some form of consumer behavior. It involves the interaction of affect, cognition, behavior and the environment in which people conduct the exchange aspects of their lives. It examines the *consumer decision process* and the impact of *external environmental influences* (culture, subculture, social class, reference groups, family, and personal influences) and *internal psychological influences* (personality and lifestyle, learning, motives, perception, and beliefs and attitudes) on consumer decision making. It explores stimuli that informs, persuades, and influences our choices, purchase decisions, dreams and aspirations.

This course is intended to provide you with two fundamentals (a) *theory* about consumer behavior and (b) an understanding of how consumer behavior concepts can be *applied* to marketing management (the hunters), to our roles as consumers (the hunted), and to everyday life. The study of consumer behavior uses concepts, theories, and principles from the social sciences to extend our understanding of factors influencing the acquisition, consumption, and disposition of goods, services, and ideas. You will learn how and why consumers behave by examining how we use products to define ourselves and how this self-concept affects our attention and perception, our motivation to buy, our memory for brands, product and advertising awareness, our brand attitudes, product judgment and choice, customer satisfaction and brand loyalty. With this in mind, our objectives are as follows:

### Course Objectives

1. To provide you with a solid conceptual base for understanding the behavior of consumers within society and the marketplace.
2. To develop your abilities to apply consumer behavior concepts to marketing problems that are likely to involve consumer consumption, with identity and lifestyle implications.
3. To extend your understanding of research methodologies that can be used to investigate consumer behavior and guide managerial decision-making.

## COURSE FORMAT

The format of the course includes short lectures, cases (written & video), guest speakers and topical roundtable discussions facilitated by teams. Lectures and cases will serve to organize consumer behavior concepts and clarify the material. Roundtable discussions will correlate real examples from the business world. Assigned chapters, exercises, articles and cases should be read prior to their discussion in class.

**\*\*\*\* There is a significant amount of reading and hands-on experiential exercises that is required for you to fully understand the concepts.**

## ASSESSMENT & DETAILS

Individual: Class Participation	15%
Individual: One Experiential Assignment	10%
Individual: In-class Roundtables	15%
Individual: Midterm Assignment	20%
Comprehension Check	15%
Team: Final Project	25%
<i>Paper &amp; presentation (12.5%)</i>	
<i>Peer evaluation (12.5%)</i>	

## Grading Scale

A	95-100	C+	78-79
A-	90-94	C	73-77
B+	88-89	C-	70-72
B	83-87	D	60-69
B-	80-82	F	Below 60

**Note:** Grades are non-negotiable and final grades can only be changed to correct calculation or input errors on my part. If you have questions as to the validity of a grade this must be brought to my attention in writing within one (1) week of the day/date the grade is posted.

Grades WILL NOT be determined by a standard bell curve whereby the majority of the class receives a 'C' and the minority receives otherwise. Rather, grades will strictly depend on the number of points accumulated relative to the total number of points allotted in the course. Your personal/special circumstances are NEVER considered in the calculation of your grades.

**\*\*Note:** All submitted work may be checked for plagiarism. To avoid discrepancies, be sure to cite appropriately works of others that you are referencing. For details on what constitutes plagiarism, please visit <http://academicintegrity.uncg.edu/>

## CLASS PARTICIPATION

Class participation is expected in every class meeting. To reinforce this expectation, I may randomly select students at the beginning of the session and throughout the ensuing discussion (**whether or not the student's hand is raised**). This is your class and you should make it as interesting as possible by sharing your examples and experiences. In grading class participation, it is assumed that everyone starts out in the middle, with for example, 50 out of the 100 points and individuals move up or down based on their performance. Points are assigned at the end of the course. Here are some ways you can impact your grade:

**Late Work, Absences, Etc.:** Some students, because of work-related obligations, may have to miss one class. If you fall into this category, please let me know ASAP. We will work out a schedule if the situation warrants it.

Positive Influences	Negative Influences
<ul style="list-style-type: none"> <li>• Constructive discussion</li> <li>• Regular attendance</li> <li>• Preparation for class discussions</li> <li>• Original work</li> </ul>	<ul style="list-style-type: none"> <li>• Disruption of class (sidebar talking, cell phones, texting, focusing on non-class related material, surfing, etc.)</li> <li>• Lack of attendance</li> <li>• Just sitting there – no preparation</li> </ul>

	<ul style="list-style-type: none"> <li>• Cheating, plagiarism (from others, off the web, etc.)</li> </ul>
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Grading class participation is necessarily subjective. Some of the criteria for evaluating effective class participation include:

1. Is the participant prepared, and do his/her comments show evidence of analysis of the case/article/readings, thereby adding to the group's understanding of the situation/content/concepts? Does the participant go beyond simple repetition of case/article/readings facts without analysis and conclusions? Do comments show an understanding of theories, concepts, analytical devices presented in class lectures or reading materials?
2. Is the participant a good listener? Are the points made relevant to the discussion? Are they linked to the comments of others? Is the participant willing to interact with other class members?
3. Is the participant an effective communicator? Are concepts presented in a concise and convincing fashion?

## EXPERIENTIAL INDIVIDUAL ASSIGNMENT

The experiential assignment will focus on the practice of capturing and analyzing consumer data. Using qualitative methodologies, students will explore specific facets of consumer consumption behaviors. A description of the assignment and requirements will be posted on Canvas, and will be discussed in further detail in class.

## ROUNDTABLES

**In-Class Roundtables:** In order to keep class discussions interesting, and to draw in your specific expertise, a series of Roundtable discussions are planned which connect class topics to real-life experience. You will each sign up for one-night's roundtable, which focuses on selected concepts from the text. The names per roundtable will be posted on Canvas during the first week. Your job will be to lead the class in discussion of the issues, present the questions, and connect the issues to real-world examples from the marketplace. More importantly, your job is to show how the course concepts and frameworks are useful tools that can be **applied** in the real world. **\*\*\*\*Make a 1- page handout for the class, plus a 2-5 page write up (attach a copy of the 1-page you distribute to the class) for me of your goals, your logic, and what you hope to accomplish in your roundtable, and include a copy of power point slides (2 slides per page-MUST be READABLE) if used.**

**Note:** As the text/chapters relating to each roundtable are extensive, there should be NO OVERLAP between the presentations. Further, your discussion IS NOT A REGURGITATION OF THE TEXT, but an application/demonstration of content (theory/framework/concept). **All presentations must include/address what are the implications for marketers.**

## Roundtables: Voice of the Consumer

The verbatim text of what consumers say must be included in the respective Roundtables. In other words, the voice of the consumer is critically important. Therefore, you must include as exemplars of your arguments, findings, and theoretical concepts, actual verbatim of what the consumer(s) actually say.

Be sure to include demographic descriptive (e.g., age, gender, ethnicity, education, occupation, marital status, etc.) of each consumer who participates in your assignment.

**Bring your products, ads, samples, etc., used in your round table to class.  
Remember: The objective is to connect directly (interact) with consumers.**

**IN ALL ROUNDTABLES:** Describe/present ALL your findings using verbatim text of what your interviewees/participants/consumers actually said.

## Topics and Date

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### **Feb 5: Roundtable on Influencers, Consumer Learning and Product Failure**

Consumers learn from product information, purchase, use and disposition. Identify a set of products that are successful and products that are failing due to poor consumer learning. Your task is to interview 3 consumers about how they learned to use the product and different ways of using the product. **Assess:** Do consumers always learn everything correctly about products? Do they always follow directions? Applying the different theories in the text, explain what is the marketer(s) doing right/wrong and what is happening to the consumer(s) (i.e. response, reaction, etc.) in terms of learning/not learning. What are they learning vs. what was intended? Bring these products to class as part of your presentation of the roundtable. What are the implications for marketers – apply the behavioral learning theories or cognitive learning theories to your recommendations for marketers.

### **Feb 19: Roundtable on Consumer possessions and the extended self**

For some consumers, personal possessions become extended parts of the self. Your task is to interview 4 consumers to determine if there are any possessions, they consider a part of their extended self-concept and the manner in which that possession became a part of their self-concept. 1) First, construct an interview guide with the questions you will ask, utilizing the text for guidance (your consumers will not understand the terms self-concept or extended self-concept and you should not use these technical terms in interviewing lay consumers). 2) Specifically explore how consumers' self-concepts play out in their possessions. **Assess:** 3) What part of the self does this product represent for the interviewee? Compare the responses of the consumers. Explain how the possession described/discussed relates similarly or differently to the individual's self-concept. What did you learn that you could apply if you were a marketing manager of that product? What are the implications for marketers?

### **Feb 26: Roundtable on Consumer Psychographics**

Construct a brand personality inventory for 3 different brands within the same product category (see chapter for details on brand personality traits/dimensions). Your task is: Develop an interview protocol (list of questions) and interview 5 consumers. Bring visual examples of the brands to the interview to show. In addition to interviewing them, have them rate each brand on 9-10 different personality dimensions (see textbook 234-235). **Assess:** Compare ratings. What differences can you identify based on their ratings? Do these "personalities" relate to the advertising and packaging strategies used to differentiate these products? How do these personalities relate to the interviewee psychographics (e.g., lifestyle, AIO's). What are the implications for marketers?

### **Mar 18: Roundtable on Buying Decision and Stereotypes**

Perform a survey of country-of-origin stereotypes. Part 1) Compile a list of 5 countries and ask 4-6 people what products they associate with each country. **Assess:** What is the quality of products associated with each country? What attributes are known about products that come from each of these countries?

Part 2) Prepare a brief description of a product, including a list of features, and ask 4-6 consumers (same set of different set) to rate it in terms of quality, likelihood of purchase, value, and so on. Make several versions of the description, varying only the country from which it comes from. **Assess:** Do ratings change as a function of the country of origin? How does this explain the power of country stereotype? What are the implications for marketers?

### **Mar 25: Roundtable on Consumer Buying and Disposing**

Why do consumers shop? Is the purpose solely to buy something, or are there other motives? 1) Visit a store and observe consumers buying behavior within the setting. **Be sure to describe what you see**, take pictures if possible. 2) Interview 2 consumers in the store about their shopping motives and purchases. Ask about their process for consuming what they are purchasing. How do they dispose of different items at home (e.g., food, clothing, equipment)? 3) **Assess:** How can marketers use this information? Consider that most products are disposed of eventually, how do consumers dispose of products? 4) Do some research to find and identify what are the different ways in which consumers dispose of products? Are there differences in age, gender, ethnicity/race etc., and/or types of products and method of disposing? What are some products that are easily disposed of? What are some products that consumers have difficulty disposing of? What are the implications for marketers?

### **Apr 1: Roundtable on the Influence of Children in Household Decision Making**

Children learn over time what and how to consume. 1)How do children learn, make, and influence purchase decisions (give some specific product/brand examples)? 2)To add depth to your roundtable, go to a toy store, a toy department or a cereal aisle in the grocery store and watch several interactions between a parent and child (be sure to describe in detail what you see). 3)Report on how the child (children) navigated the isles. 4)Explain how children “made their wishes known” and how parents reacted to their children’s “needs and wants.” Ideally, speak with the child with the adult’s permission and also with the adult if possible, to get further insight. 5) **Assess:** Recognizing the influence of family and other non-family members in purchase decisions, what do/can marketers do? How are the theories relating to learning manifest in the marketplace? For example, apply the learning theories to children in terms of “children see, children do.” What are the implications for marketers?

### **Apr 15: Roundtable on Subcultural Influences on Sacred and Profane Consumption**

Prepare a list of holidays that are oriented toward a particular subculture. Find ads that reflect this type of focus. Interview 3-5 members of subcultures other than your own (e.g., African American, Hispanic, Asian, Caucasian, Catholic, Mormon, Jewish, etc.) to discover what types of products or services are purchased because of membership in this particular group. Show the interviewee your ads to determine what are their perceptions of your ads, the products, the marketer, the brand? **Assess:** What are their perceptions of ads that specifically target them? How do they celebrate the holidays on your list (i.e., types of activities, consumption, etc.)? How can marketers encourage consumers to pay attention to their messages? What are some marketing implications?

**Feedback on Roundtables:** Each individual will receive feedback on their section of the roundtable. The delivery mechanism will be via email and will be sent before the next class meeting. Individual grade will be assigned at that time.

## **MIDTERM & FINAL PROJECT**

A significant part of your course grade will be determined by a team project. As professionals interested in marketing, you are all going to be part of teams that work together in finding solutions to common marketing problems. Therefore, as part of this course, you will be required to carry out a team project in which you explore a particular marketing phenomenon, propose and carry out a study that examine this problem/issue, and discuss your findings.

The midterm assignment is directly related to the final project. Each team will focus on one (no duplicates) of two topical focus. This will be announced on the first day of class and additional details .

**Midterm Project:** For the midterm assignment, each individual member of the team will create a written document (**10 pages maximum NOT including references**) relating to their specific segment of the project the team has undertaken.

Each of the options contains several layers including organizing and summarizing existing related research on the topic. The team will create a preliminary roadmap of 15-20 (or more) articles (both academic research & a few popular/practitioner press) that they will use to understand and further frame the issues/situations that exists relating to the topic area. This reading list will then be divided and each individual from the team will have responsibility of analyzing and summarizing their assigned set (combination of academic research and popular/ practitioner press) articles. Further details will be provided. Note that Wikipedia (Wiki’s) is NOT a credible source and should not be included or cited.

**Final Project:** Extending the midterm to the final project, the teams will conduct primary research to fully explore the topic areas. The research will comprise using the qualitative methods of depth interviews and photographic documentation, to uncover consumer perceptions. Summarizing the findings, identify the key consumer perception themes uncovered from your interviews. Based on these themes, what are the implications for marketers? How can marketers use this new knowledge in their efforts to connect and build relationships with consumers?

**Paper & Presentation:** Each team will (1) create an overview of the project as the introduction section of the paper; (2) organize and combine each individual member’s midterm (literature review); (3)create a section describing how you approached each interview (method and data collection, including demographic descriptive of each participant

(i.e., gender, age, ethnicity, occupation, education, marital status, etc.); (4) report/describe the findings from the interviews; (5) identify the implications for marketers and the impact in building consumer relationships.

**Format:** Both midterm and final project must be typed (double spaced), and professionally presented to the class. The final project should be no more than **35 pages**, including the literature review, data analysis results etc. All sources of literature should be referenced using the APA, MLA or Chicago referencing style. Failure to reference will be a cause for plagiarism per UNCG handbook.

Each team will turn in the transcribed interview notes with your coding. This must be a separate document, and NOT attached or pasted in the final paper.

**\*\*\*\*Further details will be given in class and posted on Canvas relating to each of the topical areas for the project.**

**Group Meeting Time:** Communicating/meeting with your group members outside of class may require extensive use of technology. This is strongly recommended. Each group will have access to each member including a discussion board, email access, virtual classroom and file sharing via Canvas.

\* If there are questions regarding the project, come see me early. Don't wait until the last week when it's too late to seek help.

### **Contribution of Group Members**

The business workplace is a social environment where you must work with others to achieve the goals and objectives of the entire organization. Therefore, 50% of an individual's group project grade will be based on the work produced. In other words, 50% of YOUR project grade is in the hands of your peers.

- ❖ **Peer Evaluation:** Each member of the project teams will provide evaluative feedback on the performance of each individual group member. You will give yourself a rating and provide comments on the contributions each member (including yourself) made toward the successful completion of the project. **The ratings provided by each group member will be taken into account in the final calculation of the individual's total grade for the project.** The onus is on you to contribute 100% toward the success of the project and to work well with your team members.
- ❖ A peer evaluation form will be made available via Canvas to each student in each group before the last day of class. Each student will award from 0 to 100 points for each member's efforts on the project and the sum will be averaged. In addition, you will have an opportunity to comment on the quality of each team member's contribution to the successful completion of the project.

### **Classroom Conduct**

We subscribe to the UNCG professional standards. Please arrive on time for class with uninterrupted attendance for the duration of the class. I will endeavor to end class on time. Furthermore, please maintain a professional atmosphere. This includes, but is not limited to, using respectful comments and humor, employing appropriate manners and decorum, utilizing computers and technology suitably (e.g., silencing wireless devices, no web-browsing or emailing), and refraining from distracting or disrespectful activities (e.g., avoiding side conversations and games). Refer to the following for more details on school policies and procedures:

[http://www.uncg.edu/bae/faculty\\_student\\_guidelines.pdf](http://www.uncg.edu/bae/faculty_student_guidelines.pdf).

**Absence:** If you miss 2 or more **classes in a 15-week semester**, you should not expect to receive a passing grade. In other words, excessive absences will be reflected in the final grade. All assignments must be handed in on time; **late work will not be accepted**. If you must miss a class, the onus is on you to connect with your classmates to get up to speed on the material covered, handouts, etc.

**\*\*\*\*The instructor reserves the right to make changes to this document as needed\*\*\*\***

Note that occasionally, changes in the schedule of the course, or in the assignments, are announced during class. Equally, materials may be added to increase your knowledge and efficiency in a particular subject area, as well as articles to read in preparation for the next class. It is your responsibility to connect with Canvas to stay abreast of changes, additional material, etc.

**Laptop Policy:** You are allowed to use your laptop in class for the sole purpose of note-taking, or accompanying the websites we may visit during the discussion. Surfing, IM, games, paying bills, checking emails, etc. are not class related activities and must not be done in class. Recognize that it is sometimes quite obvious when you are using your laptop for non-class related activities. Abuse of the laptop policy will impact your grade, and eliminate your privilege of using it through the remainder of the course.

**Incident Weather:** We will follow the directions of the institution.

**ACADEMIC INTEGRITY POLICY** <http://academicintegrity.uncg.edu/complete/>

Students are expected to recognize their responsibility to uphold the Academic Integrity Policies of UNCG. Failure to do so will result in Academic Integrity Sanctions as stipulated by the university.

**Plagiarism:** Representing the words of another, as one's own in any academic exercise. Plagiarism may occur on any paper, report, or other work submitted to fulfill course requirements. This includes submitting work done by another, whether a commercial or non-commercial enterprise, including Web sites, as one's own work. Faculty should take into account whether the student has had the opportunity to learn appropriate citation procedures based on previous course work successfully completed before formalizing Academic Integrity charges.

- a. **Failure to cite references** *range of sanctions:* From requiring the student to re-do the paper to a zero on the paper. Includes intentional or obvious failures to properly cite sources.
- b. **Submitting, as one's own, work done by or copied from another** *range of sanctions:* From F on assignment to a recommendation for expulsion.
- c. Includes work done by a fellow student, work done by a previous student, or work done by anyone other than the student responsible for the assignment.

**Falsification:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Falsification includes knowingly reporting data, research, or reports so that either the process or the product is shown to be different from what actually occurred; falsely reporting having met responsibilities of attendance or participation in class, practicum, internship, or other types of field work experience; or submission of falsified excuses for attendance or participation in such experiences. Falsification also includes submitting work to meet the requirements of one course when it was done, in whole or in part, to meet the requirements of another course. Exceptions to this provision must be given prior approval by the instructor to whom the work is to be submitted. For Graduate Students, *range of sanctions:* From F on assignment to a recommendation for expulsion

**Facilitating academic dishonesty:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. Facilitating academic dishonesty includes acts that may not directly benefit the accused but assist another student in violations of the *Policy a range of sanctions:* From F on assignment/test to a recommendation for expulsion

*Summary of Charges and Suggested Ranges of Sanctions*

<i>Charge</i>	<i>Suggested Range of Sanctions</i>
Spontaneous cheating	From redoing an assignment/retaking a test to F in course
Non-spontaneous cheating	From F on assignment/test to a recommendation for expulsion
Failure to cite references	From requiring the student to re-do the paper to a zero on the paper
Submitting, as one's own, work done by or copied from another	From F on assignment to a recommendation for expulsion
Misuse of academic resources	From loss of privileges to use of materials for a set period of time, to repayment of costs of repair or replacement of materials to a recommendation for expulsion.
Falsification by an undergraduate	From requiring the experience to be re-done to an F in the course
Falsification by a graduate student	From F in the course to a recommendation for expulsion
Facilitating academic dishonesty	From F on assignment/test to a recommendation for expulsion

## Selected Course Reference Readings

### Research Articles

**Compulsive Consumption:** Hing, N., Lamont, M., Vitartas, P., & Fink, E. (2015). Sports bettors' responses to sports-embedded gambling promotions: Implications for compulsive consumption. *Journal of Business Research*, 68(10), 2057-2066.

Grougiou, V., Moschis, G., & Kapoutsis, I. (2015). Compulsive buying: the role of earlier-in-life events and experiences. *Journal of Consumer Marketing*, 32(4), 278-289.

O'Guinn, Thomas C. and Ronald J. Faber (1989), "Compulsive Buying: A Phenomenological Exploration," *Journal of Consumer Research*, Vol. 16 (September), 147-157.

Faber, Ronald J. and Thomas C. O'Guinn (1988), "Compulsive Consumption and Credit Abuse", *Journal of Consumer Policy*, Vol. 11, 97-109.

**Subjective Well-Being:** Petrescu, M., & Kara, A. (2018). Consumer Aspirations and Subjective Well-Being. *Journal of International Consumer Marketing*, 1-13.

**Impulsive Purchasing:** Kaufman-Scarborough, Carol and Judy Cohen (2004), "Unfolding Consumption Impulsivity: An Existential-Phenomenological Study of Consumers With Attention Deficit Disorder", *Psychology & Marketing*, Vol. 21(8), 637-669.

**Consumption Rituals:** Wallendorf, Melanie and Eric Arnould (1991), "We Gather Together': Consumption Rituals of Thanksgiving Day," *Journal of Consumer Research*, Vol. 18 (June), 13-31.

**Gift Giving:** Lowrey, Tina M., Cele C. Otnes, and Julie A. Ruth (2004), "Social Influences on Dyadic Giving over Time: A Taxonomy from the Giver's Perspective," *Journal of Consumer Research*, Vol. 30 (March), 547-558.

**Nostalgia:** Holbrook, Morris B. and R.M. Schindler (2003), "Nostalgic Bonding: Exploring the Role of Nostalgia in the Consumption Experience," *Journal of Consumer Behavior*, Vol. 3 (2), 107-127.

**Perception of Color and Web Use:** Kaufman-Scarborough, Carol (2001), "Accessible Advertising for Visually-Disabled Persons: The Case of Color Deficient Consumers," *Journal of Consumer Marketing*, Vol. 18 (4), 303-316.

**Perception and Scent:** Morrin, Maureen and S. Ratneshwar (2003). "Does It Make Sense to Use Scents to Enhance Brand Memory?" *Journal of Marketing Research*, Vol. 40 (4), 10-25.

Ellen, Pam Scholder and Paula Fitzgerald Bone (1998), "Does it Matter if it Smells? Olfactory Stimuli as Advertising Executional Cues" *Journal of Advertising*, 27 (4), 29-39.

Shiu, Eric, David Walker, and Chi Jyun Cheng (2006), "A Theoretical Investigation into the Potential Applications of Olfactory Cues to the Marketing of New Products" *Innovative Marketing*, Vol. 2 (4), 44-53.

**Perception and Shape:** Wansink, Brian and Koert van Ittersum (2003), "Bottoms Up! The Influence of Elongation on Pouring and Consumption Volume," *Journal of Consumer Research*, Vol. 30 (December), 455-463.

**Elderly Consumers Disposition:** Linda L. Price, Eric J. Arnould, and Carolyn Folkman Curasi (2000), "Older Consumers' Disposition of Special Possessions," *Journal of Consumer Research*, Vol. 27 (September), 179-201.

**Hispanic Shopping Behavior:** Kaufman, Carol Felker and Sigfredo Hernandez (1991), "The Role of the Bodega in a U.S. Puerto Rican Community," *Journal of Retailing*, Vol. 67 (4), 375-396.



**Subcultural Influences:** Peñaloza, Lisa (1994), "Atravesando Fronteras/Border Crossings: A Critical Ethnographic Exploration of the Consumer Acculturation of Mexican Immigrants," *Journal of Consumer Research*, Vol. 21 (June), 32-54.

**Dishonesty:** Cialdini, Robert B. (1999) "Of Trick and Tumors: Some Little-Recognized Costs of Dishonest Use of Effective Social Influence," *Psychology and Marketing*, Vol. 16 (2), 91-98.

**Books (in UNCG Library)**

- Olson, Jerry & Peter, Paul (2004), *Consumer Behavior*, 7<sup>th</sup> ed., McGraw-Hill (ISBN: 0071111778)
- Falk, Pasi & Campbell, Colin (eds.) (1997), *The Shopping Experience* (Theory, Culture and Society Series), Sage (ISBN: 0761950672)
- Gunter, Barrie & Furnham, Adrian (1998), *Children As Consumers: A Psychological Analysis of the Young People's Market* (International Series in Social Psychology), Routledge (ISBN: 0415185351)
- Gunter, Barrie (1998), *Understanding the Older Consumer: The Grey Market* (International Series in Social Psychology), Routledge (ISBN: 0415186447)
- Holbrook, Morris (1999), *Consumer Value: A Framework for Analysis and Research* (Routledge Interpretive Market Research Series), Routledge (ISBN: 0415191939)
- Miles, Steven (1998), *Consumerism : As a Way of Life*, Sage (ISBN: 0761952152)
- Ries, Al & Trout, Jack (2000), *Positioning: The Battle for your Mind*, McGraw-Hill (ISBN: 0071359168)

**USEFUL CONSUMER WEBSITES**

*How do firms learn about consumers? Take a look at these in your spare time - these can be helpful in contributing to our discussions in class and your final projects.*

<p><b><u>Collecting Consumer Information</u></b></p> <p>American Demographics: trends, new products, product history: <a href="http://www.demographics.com/">http://www.demographics.com/</a> Available through UNCG library</p> <p>Business and Industry Database via UNCG library site: <a href="http://library.uncg.edu/dbs/subject/busadm.asp">http://library.uncg.edu/dbs/subject/busadm.asp</a></p> <p>Forrester Research: your company may purchase studies here. <a href="http://www.forrester.com/Data/CCR">http://www.forrester.com/Data/CCR</a></p> <p>Influx Insights: consumer trends, <a href="http://www.influxinsights.com/">http://www.influxinsights.com/</a></p> <p>Know This: source for marketers: <a href="http://www.knowthis.com/">http://www.knowthis.com/</a></p> <p>Customer Focused Marketing: <a href="http://www.knowthis.com/cfm/">http://www.knowthis.com/cfm/</a></p> <p>Nydia Han: Consumer Corner, WPVI – investigations of problems and deceptions: <a href="http://abclocal.go.com/wpvi/features/consumerreport_index.html">http://abclocal.go.com/wpvi/features/consumerreport_index.html</a></p> <p>SRI VALS: <a href="http://www.sric-bi.com/VALS/">http://www.sric-bi.com/VALS/</a></p>	<p><b><u>Consumer Product Companies</u></b></p> <p>Campbell Soup Company Website: <a href="http://www.campbellkitchen.com/index.asp">http://www.campbellkitchen.com/index.asp</a></p> <p>Perdue Farms: <a href="http://www.perdue.com/">http://www.perdue.com/</a></p> <p>Honda: <a href="http://www.honda.com/">http://www.honda.com/</a></p> <p>Subaru of America: <a href="http://www.subaru.com/index.jsp">http://www.subaru.com/index.jsp</a></p> <p>Revlon, how do we define beauty? <a href="http://www.revlon.com/">http://www.revlon.com/</a>, <a href="http://www.revlon.com/information/halle/default.asp">http://www.revlon.com/information/halle/default.asp</a></p> <p><b>Examples of selecting an outlet:</b></p> <p>Kohls: <a href="http://www.kohls.com/">http://www.kohls.com/</a></p> <p>Target: <a href="http://www.target.com">http://www.target.com</a></p> <p>Suppose the outlet is the same as the brand: <a href="http://www.subway.com/subwayroot/index.aspx">http://www.subway.com/subwayroot/index.aspx</a></p>
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Week	Topics	Readings	Assignments & Activities
<b>Module 1</b> <b>Jan 15</b>	<ol style="list-style-type: none"> <li>1. What does psychology, sociology, and anthropology have to do with the behaviors of consumers?</li> <li>2. What is consumer behavior?</li> <li>3. What is Marketing's impact on consumers?</li> </ol>	<b>Ch. 1: Buying, Having and Being</b>	<ul style="list-style-type: none"> <li>➤ Introductions &amp; Syllabus Overview</li> <li>➤ Lecture/Discussion: Consumers in the Marketplace</li> </ul>
<b>Module 2</b> <b>Jan 22</b>	<ol style="list-style-type: none"> <li>1. Which values are most associated with materialists?</li> <li>2. What can consumers expect to be private?</li> <li>3. Why do consumers engage in harmful behaviors?</li> <li>4. What about Ethics? What about morals?</li> <li>5. What is the implication of the "dark side" of consumer behavior?</li> </ol>	<b>Ch. 2: Consumer and Social Well Being</b> <p>Harnish, R. J., Gump, J. T., Bridges, K. R., Slack, F. J., &amp; Rottschaefer, K. M. (2018). Compulsive buying: The impact of attitudes toward body image, eating disorders, and physical appearance investment. <i>Psychological reports</i>, 0033294118789042.</p> <p>Ganglmair-Wooliscroft, A., &amp; Lawson, R. (2011). Subjective well-being of different consumer lifestyle segments. <i>Journal of Macromarketing</i>, 31(2), 172-183.</p> <p><b>Read:</b> Qualitative Research Methods Overview  <b>Read:</b> Qualitative Research Data Analysis and Interpretation</p>	<ul style="list-style-type: none"> <li>➤ Lecture/Discussion: Consumer Social Well-Being</li> <li>➤ <b>Understanding Qualitative Research</b></li> </ul> <p>Experiential Assignment Details</p> <p>Team selection of topic area for midterm &amp; final project</p>
<b>Module 3</b> <b>Jan 29</b>	<ol style="list-style-type: none"> <li>1. What is perception?</li> <li>2. How do consumers perceive?</li> <li>3. Why is it important to understand sensory threshold?</li> <li>4. Is subliminal perception real?</li> <li>5. Does subliminal advertising work?</li> </ol>	<b>Ch 3: Perception</b> <p>Madzharov, A. V., Block, L. G., &amp; Morrin, M. (2015). The cool scent of power: effects of ambient scent on consumer preferences and choice behavior. <i>Journal of Marketing</i>, 79(1), 83-96.</p> <p>Morrin, Maureen and S. Ratneshwar (2003). "Does It Make Sense to Use Scents to Enhance Brand Memory?" <i>Journal of Marketing Research</i>, 40 (4).</p> <p><b>Read:</b> Qualitative Research-Motives and motivations for engaging in consumer behavior with irreversible consequences (sample research paper – <i>skim</i>)</p> <p><b>Read:</b> Instructions on Qualitative Research (<i>skim each module</i>)</p>	<ul style="list-style-type: none"> <li>➤ <b>Understanding Qualitative Research</b></li> </ul>
<b>Module 4</b> <b>Feb 5</b>	<ol style="list-style-type: none"> <li>1. How does Pavlov's salivating dog theory relate to marketing communications?</li> <li>2. How do we learn?</li> <li>3. How strong is your short/long term memory?</li> <li>4. What do you tend to forget quickly? What do you tend to hold onto long term?</li> </ol>	<b>Ch 4: Learning &amp; Memory</b> <p>Angell, R., Gorton, M., Sauer, J., Bottomley, P., &amp; White, J. (2016). Don't distract me when I'm media multitasking: Toward a theory for raising advertising recall and recognition. <i>Journal of Advertising</i>, 45(2), 198-210.</p> <p>Krugman, Herbert.E., 1986. Low recall and high recognition of advertising. <i>Journal of Advertising Research</i>, 26(1), pp.79-86.</p>	<ul style="list-style-type: none"> <li>➤ Lecture/Discussion: Consumer Learning and Memory</li> <li>➤ <b>Roundtable: Influencers, Consumer Learning and Product Failure</b></li> </ul> <p><b>Due via email by 11pm: List of articles and team member responsibility</b></p>

<b>Module 5</b> <b>Feb 12</b>	<ol style="list-style-type: none"> <li>1. What drives your level of involvement?</li> <li>2. What patterns of behavior describe you?</li> <li>3. How does motivation and values relate to segmentation?</li> </ol>	<b>Ch 5: Motivation and Affect</b> Nuttavuthisit, K., & Thøgersen, J. (2017). The importance of consumer trust for the emergence of a market for green products: The case of organic food. <i>Journal of Business Ethics</i> , 140(2), 323-337.  Wansink et al (2005). “Increasing the Acceptance of Soy-Based Foods” <i>Journal of International Food and Agribusiness Marketing</i> 17 (1).  “When it Pays to Buy Organic” <a href="http://www.consumerreports.org">www.consumerreports.org</a>	<ul style="list-style-type: none"> <li>➤ Lecture/Discussion: Consumer motivation and values</li> <li>➤ <b>Due: Individual Experiential Assignment – Upload by 6:30pm</b></li> </ul>
<b>Module 6</b> <b>Feb 19</b>	<ol style="list-style-type: none"> <li>1. What is the self-concept?</li> <li>2. How does the self-concept influence consumer behavior?</li> <li>3. What is meant by extended self, and what role does consumption play in this concept?</li> <li>4. Why are sex roles important?</li> </ol>	<b>Ch 6: The Self: Mind, Gender and Body</b>  Gratton, David, Maria Raciti and Charles Arcodia (2011) “The Role of Consumer Self-Concept in Marketing Festivals,” <i>Journal of Travel and Tourism Marketing</i> , 28, 644-655.	<ul style="list-style-type: none"> <li>➤ Lecture/Discussion: The Self</li> </ul> <b>Roundtable on Consumer Possession &amp; the Extended Self</b>
<b>Module 7</b> <b>Feb 26</b>	<ol style="list-style-type: none"> <li>1. What is psychographics?</li> <li>2. Why should psychographics explain consumer behaviors?</li> <li>3. How does personality influence consumer behavioral responses?</li> </ol>	<b>Ch 7: Personality, Lifestyles and Values</b> Ganglmair-Wooliscroft, A., & Lawson, R. (2011). Subjective well-being of different consumer lifestyle segments. <i>Journal of Macromarketing</i> , 31(2), 172-183.	<ul style="list-style-type: none"> <li>➤ Lecture/Discussion: Personality Influence and Psychographics</li> </ul> <b>Roundtable on Consumer Psychographics</b>
<b>Feb 29-Mar 9</b>	<b>SPRING BREAK</b>	<b>NO CLASSES</b>	<b>ENJOY!!</b>
<b>Module 8</b> <b>Mar 11</b>	<ol style="list-style-type: none"> <li>1. How do we form our attitudes and how are they changed?</li> <li>2. What is the significance of consumers’ attitudes for marketers?</li> <li>3. Can attitudes predict behavior?</li> <li>4. What is the Elaboration likelihood model and how does it relate to consumer involvement?</li> <li>5. What makes a source credible?</li> </ol>	<b>Ch 8: Attitudes and Persuasive Communications</b>  York, E., (2010) “Celeb Dieters: What Happens When the Pounds Creep Back?” <i>Advertising Age</i> , February 15, pp. 10.	<ul style="list-style-type: none"> <li>➤ Lecture/Discussion: Consumer Attitudes &amp; Persuasion</li> </ul> <b>Due: Midterm Assignment – Upload by 6:30pm</b>
<b>Module 9</b> <b>March 18</b>	<ol style="list-style-type: none"> <li>1. How do we make decisions?</li> <li>2. Are decisions always rational? Why/ why not?</li> <li>3. How does the online world influence our decision making process?</li> <li>4. How does decision making relate to the Self-concept? Personality? Values? Lifestyles?</li> </ol>	<b>Ch 9: Decision Making</b> Barbarossa, C., De Pelsmacker, P., Moons, I., & Marcati, A. (2016). The influence of country-of-origin stereotypes on consumer responses to food safety scandals: The case of the horsemeat adulteration. <i>Food Quality and Preference</i> , 53, 71-83.  “Making the Most of Customer Complaints” <i>MIT Sloan Review</i> , 2008	<ul style="list-style-type: none"> <li>➤ Lecture/Discussion: Consumer Decision Making Process</li> </ul> <b>Roundtable: Buying Decision and Stereotypes</b>
<b>Module 10</b> <b>March 25</b>	<ol style="list-style-type: none"> <li>1. What are the situational factors that affect consumer decision-making?</li> </ol>	<b>Ch 10: Buying, Using and Disposing</b>	<ul style="list-style-type: none"> <li>➤ Lecture/Discussion: Buying, Consuming and Disposing</li> </ul>

	<ol style="list-style-type: none"> <li>How does the online world influence what and how we buy?</li> <li>How do consumers dispose of unwanted items?</li> </ol>	<p>Griffiths, M. A., Perera, B. Y., &amp; Albinsson, P. A. (2019). Contrived surplus and negative externalities in the sharing economy. <i>Journal of Marketing Theory and Practice</i>, 27(4), 445-463.</p> <p>O'Guinn, T. C., &amp; Faber, R. J. (1989). Compulsive Buying: A Phenomenological Exploration. <i>Journal of Consumer Research</i>, 27(2) 147-157.</p> <p>Linda L. Price, Eric J. Arnould, and Carolyn Folkman Curasi (2000), "Older Consumers' Disposition of Special Possessions," <i>Journal of Consumer Research</i>, Vol. 27 (September), 179-201.</p>	<p><b>Roundtable: Consumer Buying and Disposing</b></p>
<p><b>Module 11</b> <b>April 1</b></p>	<ol style="list-style-type: none"> <li>What are reference groups and how do they impact your purchase decisions?</li> <li>Why do we conform?</li> <li>What are boomerang kids?</li> <li>How do children influence purchase decisions?</li> </ol>	<p><b>Ch 11: Groups and Social Media</b></p> <p>"Consumer Socialization of Children: A Retrospective Look at 25 Years of Research" <i>Journal of Consumer Research</i>, December 1999</p> <p>Kietzmann, J. H., Hermkens, K., McCarthy, I. P., &amp; Silvestre, B. S. (2011). Social media? Get serious! Understanding the functional building blocks of social media. <i>Business horizons</i>, 54(3), 241-251.</p> <p>Kaplan, A. M., &amp; Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. <i>Business horizons</i>, 53(1), 59-68.</p>	<ul style="list-style-type: none"> <li>Lecture/Discussion: Groups and Family Decision Making</li> <li>Roundtable on Children Influence on Household Decision Making</li> </ul>
<p><b>Module 12</b> <b>April 8</b></p>	<ol style="list-style-type: none"> <li>What is the difference between wealth and income?</li> <li>Which is a better predictor of consumer behavior; wealth or social class?</li> <li>What is a taste culture?</li> </ol>	<p><b>Ch 12: Income and Social Class</b></p> <p>Long, M. M. and Fain, Deborah (2015), "The Clothing Swap: Social, Sustainable, and Sacred," <i>Atlantic Marketing Association Proceedings</i>. Available at: <a href="http://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=1022&amp;context=ama_proceedings">http://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=1022&amp;context=ama_proceedings</a></p>	<p>Lecture/Discussion: Social Class and Income</p>
<p><b>Module 13</b> <b>April 15</b></p>	<ol style="list-style-type: none"> <li>What is subculture? Microculture? What are the characteristics of each?</li> <li>Why are Hispanic consumers attractive to marketers?</li> <li>What is acculturation and how does it happen?</li> <li>How do tribal gatherings represent a marketing opportunity?</li> </ol>	<p><b>Ch 13: Subcultures</b></p> <p>Hispanic Shopping Behavior:</p> <p>Kaufman, Carol Felker and Sigfredo Hernandez (1991), "The Role of the Bodega in a U.S. Puerto Rican Community," <i>Journal of Retailing</i>, 67, (4), 375-396.</p> <p>Subcultural Influences:</p> <p>"We Gather Together": Consumption Rituals of Thanksgiving Day," <i>Journal of Consumer Research</i>, 18 (June), 13-31.</p> <p>Cross, S. N., &amp; Gilly, M. C. (2017). The impact of diversity on institutional longevity. <i>International Journal of Research in Marketing</i>, 34(1), 231-251.</p>	<p>Lecture/Discussion: Subcultures and Influences</p> <p><b>Roundtable: Subcultures, Perception and Advertising</b></p>
<p><b>Module 14</b> <b>April 22</b></p>	<ol style="list-style-type: none"> <li>What is a ritual and why is it of interest to marketers?</li> <li>Distinguish between sacred and profane consumption?</li> </ol>	<p><b>Ch 14: Culture</b></p> <p>Cleveland, M., Laroche, M., &amp; Takahashi, I. (2015). The Intersection of Global Consumer Culture and National Identity</p>	<ul style="list-style-type: none"> <li>Lecture/Discussion: Culture and Cultural Diffusion</li> </ul>

	<p>3. What is advergaming and why is it important?</p> <p>4. What are cultural categories and how do they influence product designs?</p>	<p>and the Effect on Japanese Consumer Behavior. <i>Journal of International Consumer Marketing</i>, 27(5), 364-387.</p> <p>Cowan, K., &amp; Spielmann, N. (2017). The Influence of Rituals on Luxury Product Consumption: Implications For Brands. <i>Journal of Brand Management</i>, 24(5), 391-404.</p> <p>“Building Brands in China”, <i>McKinsey Quarterly</i>, 2006</p>	
<p><b>Module 15</b> <b>Apr 29</b></p>	<p><b>Team Research Presentations</b> <b>Attendance is mandatory</b></p>	<p>1) Explore consumer perception of youth marijuana consumption.</p> <p>2) Explore consumer perception of opioid addiction in the US.</p>	<p><b>45 minutes allotted for the team (including Q&amp;A)</b> <b>Each team member must present.</b></p>
<p><b>Module 16</b> <b>May TBD</b></p>	<p><b>Comprehension Check Exam</b> <b>6:30-8:00pm</b></p>		