

CONSUMER BEHAVIOR
1st Module, 2014
Tue & Fri 1:30-3:20pm, Room 319

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Office hours: Tuesdays & Fridays 3:30 – 5:00 or by appointment

COURSE DESCRIPTION

We are all consumers. We buy groceries, cell phones, and houses. We also purchase services ranging from bank accounts to educations. Although consumers have the same needs, they may choose different products or brands. This is because consumers are intrinsically different from one another, and they are also influenced by various situational factors. Then, what marketers or companies should do to effectively communicate with consumers and influence their behavior.

In this course we will learn how and why consumers behave the way that they do. We will learn about theories developed in marketing, psychology and other behavioral sciences to understand consumer behavior. We will also acquire experience in applying these theories to real-world consumer behavior problems and drawing managerial implications. We will use several different kinds of materials and approaches to meet these learning objectives.

COURSE MATERIAL

TEXTBOOK

Consumer Behavior (2010, 5th edition) by Wayne D. Hoyer and Deborah JMacInnis.
Cengage Learning, ISBN-13: 9780324834277 | ISBN-10: 0324834276

CASES

Case readings will be announced or distributed in class.

JOURNAL ARTICLES AND NEWS

Journal articles and recent news from the popular business press will be used throughout the semester. The journal articles will help you develop a deeper insight into selected topics and methods of consumer behavior research. A bibliography of these articles is listed at the end of this syllabus. The business news articles will give you the opportunity to apply conceptual framework to current real-world consumer behavior problems. News articles will be distributed in class.

COURSE REQUIREMENTS

Your course grade will be determined based on the components listed below. Each component of your grade is explained in greater detail on the following pages:

WEIGHTS ON COURSE REQUIREMENTS	PERCENTAGE
Class Participation	10%
Individual Work – Article Assignments	10%
Group Work - Case Analyses	30%
<i>Written Assignments (Case Summary)</i>	20%
<i>Presentations</i>	10%
Final Research/Managerial Report	20%
Final Exam	30%
	100%

CLASS PARTICIPATION

Class participation is an important part of marketing courses. The learning experience of this course depends on your participation. I expect you to have read the assigned materials prior to class. Your goal should be to prepare consistently for the class, and to participate appropriately in the variety of activities in the course – lecture, discussions, group exercises, etc. It is important for your classmates, and me, to know who you are. Please bring your desk name card during every class in the semester.

Class will begin promptly at the time it is supposed to start. Please come to class on time and make sure you give yourself enough time to settle down. Remember, if you are not in class, you may miss your opportunity to participate, and this can lead to negative repercussions on your class participation grade. Please note that grades will be reduced for students exhibiting repeated and/or unexcused absenteeism.

Whenever you know in advance that you will be absent, please let me know. If you miss class due to a pressing emergency, please provide me with the necessary documentation to excuse your absence. If you need to leave early for something that is an extremely unusual and unavoidable situation, you should explain your reason for leaving early to the professor ahead of time, and should sit near the door so your departure is not a distraction for others.

INDIVIDUAL WORK

You will read several journal articles every week. Please turn in a one-page of article review or critique every Tuesday. Be ready to discuss it in class.

GROUP WORK

You will work on case analyses in a small group this semester. For every case, your team must submit a 1 ~ 2 pages of summary of the case before the class starts. In addition to the summary, one team will have a 15 min. presentation for a case and lead class discussion for 15 min. Even though your team is not presenting a case, everyone should be prepared for class discussion. We will decide teams and the order of presentations later.

FINAL REPORT (WRITTEN PROJECT)

There is one final report, which should be submitted by November 7th. This is an individual assignment, and it should be your own work. You can choose one of the options below. A detailed description of the project and guidelines for presentations will be handed out in class.

RESEARCH REPORT: If you are interested in consumer behavior research, you can review the previous literature and see what needs to be addressed. In your report, you have to submit a brief summary of previous literature, address what is missing in the literature, propose your research questions, and discuss theoretical and practical implications of answering the research questions.

MARKETING STRATEGY PROPOSAL: The purpose of this exercise is to place the students in the position of a marketer faced with evaluating marketing strategies. If you are interested in managerial or strategic implications of understanding consumer behavior, you can go out and see problems that have not addressed by researchers.

FINAL EXAM

It is important to understand basic concepts. There will be a final exam. The exam is open-book and all will consist of short and long essay questions. The examinations will include material covered in the class (including the projects) as well as in the required assigned readings (e.g., text, articles). A missed exam is a serious event. In the event that you must miss the exam, I will schedule one make-up session; this make-up exam may be more difficult than the in-class exam, so I do not recommend that you miss the exam session if at all possible. If you cannot make the make-up session, no further make-up sessions will be scheduled.

NOTE

The information in this syllabus is subject to change, and any changes made to this syllabus will be announced in the class.

ACADEMIC INTEGRITY AND DISHONESTY

All work on examinations is expected to be done honestly and independent of the work of other students. On the exams, for example, I will expect that you will not (a) cheat (e.g., look at another student's exam, use notes or other aids besides the knowledge stored in your brain), (b) engage in conduct that may lead to the suspicion of cheating (e.g., looking in the direction of another student's exam, opening your book bag, playing on your cell phone or palm pilot), or (c) engage in conduct that aids others in cheating. Please note that the exams are not your property. They must be turned in as you leave the room. All work you submit in this class is assumed to be your own, original work. I will pursue any misrepresentation of work, plagiarism, cheating, photocopying, and turning in unofficial documentation etc. to the extent allowed by the school. If you believe any of the policies outlined in this document are unfair, come to the professor within the first two weeks of class to express your concern.

MISCELLANEOUS (BUT IMPORTANT)

ABSOLUTELY NO LATE WORK WILL BE ACCEPTED

No late work will be accepted. Late work is defined as any work not turned in when it is collected at the beginning of class on the day it is due. No extra credit work will be allowed since it unfairly gives opportunity to some, but not all, students. Problems arise in life. I understand that. However, you are responsible for reconciling all issues that could adversely affect your (or your group's) grade promptly and professionally. This includes communicating with all affected parties, and doing so in a timely manner. It also includes sparing these parties from dishonesty, laziness, procrastination, or other unacceptable excuses for a lack of performance on your part.

CLASS ROOM POLICIES

Do not disturb other classmates with distracting devices such as cell phones and laptops. Please remember that we have a strict academic dishonesty program here. For example, you need to be careful not to plagiarize from other sources. Failure to adhere to these policies will result in a failing grade.

SPECIAL ACCOMMODATIONS

If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work as outlined, or which will require academic accommodations, please notify me during the first week of the course so that you are appropriately accommodated.

COURSE OUTLINE

WEEKS	DATES	TOPICS	READINGS
1	Sep. 2& 5	Course introduction and overview Understanding Consumer Behavior / Research Method – Experiments	Chapter 1
2	Sep. 9& 12	Motivation, Ability, and Opportunity Exposure, Attention, and Perception	Chapters 2 & 3
3	Sep. 16& 19	Attitudes and Persuasion	Chapters 5 & 6
4	Sep. 23& 26	Memory Information Search	Chapters 7 & 8
5	Sep. 30 &Oct. 10	Judgment and Decision	Chapters 9 & 10
6	Oct. 14&17	Consumer Diversity / Individual Difference	Chapters 12, 13, & 14
7	Oct. 21& 22	Social Influences on Consumer Behavior	Chapter 15
8	Oct. 28&31	Cultural Influence	Chapter 12
9	Nov. 4& 7	CSR New Topics in Consumer Research	Chapter 18

JOURNAL ARTICLE READING LISTS

WEEK 1 (SEP. 2 & 5)

- Levitt, Theodore (1960), "Marketing Myopia," *Harvard Business Review*, 38(July/August), 45-56.
- Baron, Reuben M. and David A. Kenny (1986), "The Moderator-Mediator Variable Distinction in Social Psychological Research: Conceptual, Strategic, and Statistical Considerations," *Journal of Personality and Social Psychology*, 51 (December), 1173-1182.
- Lynch, John G., Jr. (1982), "On the External Validity of Experiments in Consumer Research," *Journal of Consumer Research*, 9 (December), 225-239.

WEEK 2 (SEP. 9 & 12)

- Batra, Rajiv and Michael L. Ray (1986), "Situational Effects of Advertising Repetition: The Moderating Influence of Motivation, Ability and Opportunity to Respond," *Journal of Consumer Research*, 12 (March), 432-445.
- Anand, Punam and Brian Sternthal (1990), "Ease of Message Processing as a Moderator of Repetition Effects in Advertising," *Journal of Marketing Research*, 27(August), 345-353.
- Maheswaran, Durairaj and Brian Sternthal (1990), "The Effects of Knowledge, Motivation, and Type of Message on Ad Processing and Product Judgments," *Journal of Consumer Research*, 17 (June), 66-73.

WEEK 3 (SEP. 16 & 19)

- Chaiken, Shelly (1980), "Heuristic Versus Systematic Information Processing and the Use of Source Versus Message Cues in Persuasion," *Journal of Personality and Social Psychology*, 39 (November), 752-766.
- Petty, Richard E., John T. Cacioppo, and David Schumann (1983), "Central and Peripheral Routes to Advertising Effectiveness: The Moderating Role of Involvement," *Journal of Consumer Research*, 10 (September), 135-146.
- Meyers-Levy, Joan and Prashant Malaviya (1999), "Consumers' Processing of Persuasive Advertisements: An Integrative Framework of Persuasion Theories," *Journal of Marketing*, 63 (Special Issue), 45-60.
- 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), 257-272.

WEEK 4 (SEP. 23 & 26)

- Meyers-Levy, Joan (1991), "Elaborating on Elaboration: The Distinction between Relational and Item Specific Elaboration," *Journal of Consumer Research*, 18 (December), 358-367.
- Kardes, Frank R. and Gurumurthy Kalyanaram (1992), "Order of Entry Effects on Consumer Memory and Judgment: An Information Integration Perspective," *Journal of Marketing Research*, 29 (August), 343-357
- Haugtvedt, Curtis P., and Duane T. Wegener (1994), "Message Order Effects in Persuasion: An Attitude Strength Perspective," *Journal of Consumer Research*, 21 (June), 205-218.
- Pieters, Rik GM, and Tammo HA Bijmolt (1997), "Consumer Memory for Television Advertising: A Field Study of Duration, Serial Position, and Competition Effects." *Journal of Consumer Research*, 23 (March), 362-372.

WEEK 5 (SEP. 30 & OCT. 10)

- Itamar Simonson (1989), "Choice Based on Reasons: The Case of Attraction and Compromise Effects," *Journal of Consumer Research*, 16 (September), 158-174.
- Meyers-Levy, Joan and Brian Sternthal (1993), "A Two-Factor Explanation of Assimilation and Contrast Effects," *Journal of Marketing Research*, 30 (August), 359-368.
- Bettman, James R., Mary Frances Luce, and John W. Payne (1998), "Constructive Consumer Choice Processes," *Journal of Consumer Research*, 25 (December), 187-217.
- Kahn, Barbara E. and Brian Wansink (2004), "The Influence of Assortment Structure on Perceived Variety and Consumption Quantities," *Journal of Consumer Research*, 30 (March), 519-533.

WEEK 6 (OCT. 14 & 17)

- Haugtvedt, Curtis P., Richard E. Petty, and John T. Cacioppo (1992), "Need for Cognition and Advertising: Understanding the Role of Personality Variables in Consumer behavior," *Journal of Consumer Psychology*, 1 (June), 239-260.
- Lee, Angela Y., Jennifer L. Aaker, and Wendi L. Gardner (2000), "The Pleasures and Pains of Distinct Self-Construals: The Role of Interdependence in Regulatory Focus," *Journal of Personality and Social Psychology*, 78 (June), 1122-1134.

Freitas, Antonio L., Peter Gollwitzer, and Yaacov Trope (2004), "The Influence of Abstract and Concrete Mindsets on Anticipating and Guiding Others' Self-Regulatory Efforts," *Journal of experimental social psychology*, 40 (November), 739-752.

WEEK 7 (OCT. 21 & 22)

Bussey, Kay, and Albert Bandura (1999), "Social Cognitive Theory of Gender Development and Differentiation," *Psychological Review*, 106 (October), 676-713.

Childers, Terry L., and Akshay R. Rao.(1992), "The Influence of Familial and Peer-Based Reference Groups on Consumer Decisions," *Journal of Consumer Research*, 19 (September),198-211.

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

WEEK 8 (OCT. 28 & 31)

Briley, Donnel A., Michael W. Morris, and Itamar Simonson (2000),"Reasons as Carriers of Culture: Dynamic versus Dispositional Models of Cultural Influence on Decision Making," *Journal of Consumer Research*, 27(September), 157-178.

Zou, Xi, Kim-Pong Tam, Michael W. Morris, Sau-lai Lee, Ivy Yee-Man Lau, and Chi-yue Chiu (2009), "Culture as Common Sense: Perceived Consensus versus Personal Beliefs as Mechanisms of Cultural Influence," *Journal of Personality and Social Psychology*, 97 (October), 579-597.

Nisbett, Richard E., KaipingPeng, Incheol Choi, and AraNorenzayan (2001), "Culture and Systems of Thought: Holistic versus Analytic Cognition," *Psychological Review*, 108 (April), 291-310.

Monga, AlokparnaBasu, and Deborah Roedder John (2007), "Cultural Differences in Brand Extension evaluation: The Influence of Analytic versus Holistic Thinking,"*Journal of Consumer Research*, 33 (March), 529-536.

WEEK 9 (NOV. 4 & 7)

Brown, Tom J. and Peter A. Dacin (1997), "The Company and the Product: Corporate Associations and Consumer Product Responses,"*Journal of Marketing*, 61 (January), 68-84.

Sen, Sankar and C.B. Bhattacharya (2001), "Does Doing Good Always Lead to Doing Better? Consumer Reactions to Corporate Social Responsibility,"*Journal of Marketing Research*, 38 (May), 225-243.

Trope, Yaacov, and NiraLiberman (2010),"Construal-Level Theory of Psychological Distance," *Psychological Review*, 117 (April), 440-463.

Krishna, Aradhna (2012), "An Integrative Review of Sensory Marketing: Engaging the Senses to Affect Perception, Judgment and Behavior," *Journal of Consumer Psychology*, 22 (July), 332-351.