COURSE(S) OBJECTIVES

The basic objectives of this course are:

- To familiarize you with research in cognitive psychology, social psychology, behavioral decision theory and marketing that may help you to understand consumer behavior.
- To give you a strong foundation for critical thinking in the area of consumer behavior.

The focus is on understanding current theoretical and methodological approaches to various aspects of consumer behavior, as well as advancing this knowledge by developing testable hypotheses and theoretical perspectives that build on the current knowledge base. This means that you have to actively read prior research in different areas -- try to understand the authors’ ideas and develop the habit of constructive criticism of the research. When you read each article, make sure you understand the boundaries, i.e., what are the questions that the paper seeks to address, and more importantly, what questions remain unanswered. Also pay specific attention to the methodologies employed by empirical papers in addressing the research objectives.

The course provides students with concrete methods for constructing, refining, and empirically testing theories relevant to the disciplines of marketing and consumer behavior. Students will gain experience using SPSS statistical software to test aspects of their proposed theory (using syntax file templates that can be adapted/used in future research projects). Recent developments and tools in process modeling (i.e., Hayes’ mediation/moderation macros) will be covered.

TEXTBOOKS AND SOFTWARE REQUIRED

- **SPSS**: Students need to obtain SPSS statistical software
- **QUALTRICS**: Students need to obtain a Baruch Qualtrics account
- **MTURK**: If they will need Mturk respondents, students should set up an account on Amazon so they can utilize respondent panels through Amazon Turk. You can sign up for an MTurk account here: http://aws.amazon.com/mturk/. You will then load the account with funds from a credit card, and pay respondents as needed.

LEARNING GOALS

This course provides students with four learning goals:
1. **Quantitative Skills**: Students will learn to use quantitative methods to analyze their own data.

2. **Communications**: By submitting weekly thought papers and an end-term projects students will learn to effectively convey their ideas in writing and in speech.

3. **Analytic Skills**: Students will learn to critically evaluate current research as we read papers each week. They will hone their ability to link theories in the discipline, to develop a critical eye to identify the strengths and weaknesses of the current research, and to develop new theoretical approaches.

4. **Intellectual Competence in a Field of Study**: Students will become familiar with the relevant literature in Marketing. They will demonstrate the ability to initiate and to complete research projects using well-tested and reasoned research methods.

**REQUIREMENTS**

**Class Discussion (30%)**

We will spend class time dissecting the discussion papers assigned for that week. We will rotate the role of discussion leader for each paper, but all of you should be prepared to discuss every paper. Those who have not been assigned as discussant will still be expected to actively participate during the class discussions. Discussants should be prepared to give a brief PPT presentation covering the following: 1) What is the paper’s contribution?, 2) How is the paper positioned?, 3) What is the theoretical framework?, 4) How are the hypotheses tested?, and 5) What are the major findings? While a brief summary of the paper is expected, the focus of your talk should be to critique the paper (Does the theory make sense? Are there confounds in the design? Are there alternative explanations? Etc.)

**Weekly Papers (40%)**

Each week you will turn in either a thought paper, a review of a paper, or an analysis homework assignment as indicated on the syllabus. Your papers are due in class. Late submissions will not be marked and will result in an automatic fail. The submissions will be marked on the following scale:

- Fail: 0 points
- Pass: 1 point
- Outstanding: 2 points

Note that I will mark a weekly paper as “outstanding” only if it significantly exceeds my standard for acceptable submissions.

**Research Paper (30%)**

Choose a research question of interest to you. In doing so, feel free to go beyond the topics that we discuss in class. (As you probably know, in this seminar we merely scratch the surface as far as breadth of topics as well as depth within a topic is concerned.) Your research paper should communicate an in-depth understanding of your chosen area, including research that is not discussed in class, as well as the results of at least one study that you conducted during the semester.

Please follow the *JCR* style-sheet in preparing this paper. The style-sheet is available at [http://wiscinfo.doit.wisc.edu/jcr/stylesheet.pdf](http://wiscinfo.doit.wisc.edu/jcr/stylesheet.pdf).
CLASS SCHEDULE

JANUARY 30, 2020

1CB. Introduction to Consumer Psychology/Behavior

- **Required Readings:**
    - **Food for thought:** What is originality? What does contribution mean? Do you really need a counterintuitive finding?
    - **Food for thought:** Why are most articles rejected at top journals? What does contribution mean? What is a well-defined construct? How do you “sell” your study?
    - **Food for thought:** What are building blocks of theory? How is theory advanced?
  - Editorial, *Journal of Consumer Research*

- **Assignment #1** (due today): Journal Article Rate & Review (aka “Article Envy”)

Choose one issue (choose 6 articles from one issue) of a top journal such as JCR, JM, JMR, JAMS or JCP to review. You can find these articles from an online database; please don’t use Google Scholar (you need to be able to utilize library databases). For each article, provide the article citation (in JCR format), summary, a “coolness” rating (1 to 5 stars), and a brief rationale. When finished completing an issue’s worth of article summaries/ratings, step back and look for commonalities – why did you tend to rate some articles highly, why did you rate others poorly? What do you most value when you are evaluating other people’s research? Summarize the “findings” to present and discuss in class. When you make your presentation, use no more than 5 PowerPoint (ppt) slides.

FEBRUARY 5, 2020

Psychological Distance

- **Required Readings:**
Assessment #2: Thought Paper
Prepare a “thought paper” on the topic discussed this week. The thought paper is designed to help you develop your skills of identifying interesting future research ideas and to practice communicating your ideas in a coherent written fashion. The structure of the paper should involve you identifying a specific new research question that extends, or is otherwise inspired by, the work reported in the assigned articles. Further, you will be expected to justify why the idea you have presented is interesting and important to consider. It is not okay for this to be loose, as in “the general topic of . . .” I am looking for a specific hypothesis or research question. Do a quick literature search to make sure that your specific idea has not yet been studied. Please specify which databases you searched in your thought paper, and which keywords you used in your search. Prepare a one-page reference list (in JCR format) with the articles are most relevant to your proposed idea. Feel free to propose more than one idea if the topic excites you. Please use the following rough format:

Para 1: Motivation and contribution to the literature
Para 2-3: Brief summary of the literature
Para 4-5: Specific research idea, proposed method
Hypotheses

FEBRUARY 13, 2020

Social Influence I

• Required Readings:

• Assignment #3: Thought Paper

FEBRUARY 20, 2020

Forthcoming JCP articles
Required Readings: The goal of this class is to introduce you to the forthcoming section of the journal websites. This week we will read one article that each of you select from the *Journal of Consumer Psychology*.

**Questions:**
- What do you notice about Research Articles vs. Research Reports?
- What about the title or abstract makes you want to read one more than another?

**Assignment #4: Thought Paper**

**FEBRUARY 27, 2020**

**Social Influence II**

- **Required Readings:**

- **Assignment #5: Thought Paper**

**MARCH 12, 2020**

**Topics in Time Perception and Temporality**

- **Required Readings:**


**Assignment #6: Thought Paper**

**MARCH 19**

- Topic TBD
- Assignment #7: Thought Paper

**MARCH 26**

Implicit Theory with Pragya Mathur

• Required Readings:
  - Shailendra Jain and Traylor Weiten (2020), Consumer psychology of implicit theories: A review and agenda, *Consumer Psychology Review*

**Assignment #8: Thought Paper**

**APRIL 2**

Arousal, Stress and Anxiety

• Required Readings:

• Assignment #9: Thought Paper

**APRIL 9 and 16: SPRING BREAK**
APRIL 23

Students will have this day free to run their studies in the lab. The lab has been reserved for this week for this class. Please mark your calendars accordingly.

APRIL 30

- Topic TBD
- Assignment #10: Thought Paper

MAY 7

Transformative Consumer Research (Special Issue JCP)

- Required Readings:
    - Stornelli, Pereira and Vann, Big Picture, Bad Outcomes: When Visual Perspectives Harm Health Goal Pursuit.
- Questions to think about:
  - How do you define transformative consumer research?
  - What makes it transformative and not just consumer research?
  - Please visit other TCR sites – like the past few TCR conferences and special issues in journals (JPPM, JBR). What other topics fall under the domain of TCR? Are there domain topics missing?

- Assignment #11: Three Phenomena Candidates to Investigate, or “Ideas are Cheap”

Come to class with three phenomena that you might want to investigate. I would like you to come with one idea stimulated by reading the popular press (show us the article); one idea that occurred to you while reading a journal article in a basic discipline (such as psychology, sociology, etc.; show us the article), and one idea from your own experience or observation (describe this). Along with the source for each of your ideas (e.g., the actual article clipping, the abstract of journal article from a basic discipline, description of a telephone conversation with a friend, etc.) come with a visual depiction of the variables that are involved: at least one X and one Y for each idea. Be prepared to present in class (for 10-15 minutes). The class will discuss, critique, enhance, and evaluate the ideas.
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<td>Wednesday</td>
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<td>March 5</td>
<td>SCP: no class</td>
<td>Work on IRB application</td>
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<td>March 12</td>
<td>Current Topics related to Time/Temporality</td>
<td>Assignment 6: Thought Paper Submit IRB application</td>
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<td>Pragya: Implicit Theory</td>
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*These articles should be selected one week prior*