

MCS*6000
Consumption Behaviour Theory
Fall 2017

General Course Information

Instructor: Sunghwan Yi
Email syi@uoguelph.ca
Office Location MINS 201B
Office Hours Wednesdays 10 am -11 am
Department/School Marketing and Consumer Studies

Class Schedule: Wednesdays 11:30 am -2:20 pm

Pre-requisites: N/A

Course Description

Consumption behaviour is an interdisciplinary field of study, which applies theories from multiple disciplines to the activities and processes individuals engage in when choosing, using and disposing of products and services.

The purpose of this course is to provide a review of the theoretical foundations of aspects of consumption and consumer behaviour mainly from the psychological point of view and to help students design and conduct empirical studies in this field.

Course Learning Outcomes

Upon successfully completing this course, you will be able to:

1. To develop a knowledge base of contemporary theories of consumer behavior
2. To be able to pin point unique conceptual and empirical contribution of research articles against the body of previous research
3. To be able to summarize and critique individual research articles (e.g., strengths and weaknesses) and communicate your view with fellow young scholars in written and oral ways
4. To be able to write a literature review on recently important topics and identify important gaps
5. To be able to write a research proposal on your own following the positivistic tradition

Content: Schedule of topics

<i>Class</i>	<i>Date</i>	<i>Topics</i>	
1	Sep 13	Course overview Two mental systems	
2	Sep 20	Heuristics and biases in CB	
3	Sep 27	Prospect theory, mental accounting and framing	
4	Oct 4	Perceptual bias and consumption	<i>Exam 1</i>
5	Oct 11	Biases in categorization and inferences	<i>Move to October 13 Friday</i>
6	Oct 18	Behavioural change via nudging	
7	Oct 25	Self-regulation and failure in CB	
8	Nov 1	Effects of priming on CB	<i>Exam 2</i>
9	Nov 8	Pleasure and issues of consumption	
10	Nov 15	Memory and CB	
11	Nov 19	Practical issues in designing and conducting field experiments	<i>Exam 3</i>
12	Nov 26	Formal presentation of research proposals	

Topic for your research proposal needs to be pre-approved by the instructor by November 1st at the latest.

A 5 page summary of your idea for the research proposal (i.e., topic and a brief literature review) needs to be submitted to the instructor by November 10th, Friday, 4 pm.

The research proposal is due on December 6th, Wednesday, noon.

Course Assessment

			Associated Learning Outcomes	Due Date/location
Assessment 1:	10%	Discussion participation	#1, 2, 3	<i>Every class</i>
Assessment 2:	9%	Article critiques	#1, 2, 3	<i>Every class</i>
Assessment 3:	10%	Seminar leadership	#1,2, 3	<i>To be determined</i>
Assessment 4:	21%	Exams	# 4, 5	<i>See the schedule of topics</i>
Assessment 5:	40%	Research proposal	# 4, 5	<i>See the schedule of topics</i>
Assessment 6:	10%	Presentation of research proposal	#5	<i>See the schedule of topics</i>
Total	100%			

Teaching and Learning Practices

Lectures Although there will not be formal lectures, the instructor will provide explanation of important concepts and theories that are not sufficiently reviewed in assigned readings.

Seminars The mainstay of the course will be seminars, in which we discuss assigned book chapters and articles.

Course Resources

Required Texts:

Kahneman, D. (2011). *Thinking, fast and slow*. Macmillan.

Kardes, F., Cronley, M. & Cline, T. (2014). *Consumer Behavior*. South-Western College.

All the articles will be available and downloaded from the UG library website: http://primo.tug-libraries.on.ca/primo_library/libweb/action/search.do?mode=Advanced&vid=GUELPH&reset_config=true

Recommended Texts:

C. Haugtvedt, P. Herr, & F. Kardes (2008). *Handbook of Consumer Psychology*. Lawrence Erlbaum Associates.

List of readings

The instructor reserves the right to replace articles if more appropriate ones are found during the course of the semester (a 2 week notice will be provided in this case).

Week 1

Course introduction

Two mental systems that guide consumer behaviour: System 1 and System 2

Kahneman, D. (2011). *Thinking, fast and slow*. Macmillan. Read Chapters 1-5 (pp. 19-70).

Jordan, C.H. & Zana, M.P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), *The self in social psychology* (pp. 461-470). Philadelphia: Psychology Press.

Week 2 Heuristics and Biases in consumer behaviour

Kahneman, D. (2011). *Thinking, fast and slow*. Macmillan. Read Chapters 10-15 (pp. 109-165).

Strack, F., & Deutsch, R. (2006). Reflective and impulsive determinants of consumer behavior. *Journal of Consumer Psychology*, 16(3), 205-216.

Sayette, M.A., Loewenstein, G., Griffin, K.M., & Black, J. (2008). Exploring the Cold-to-Hot Empathy Gap in Smokers. *Psychological Science*, 19, 926-932.

Geier, A.B., Rozin, P., & Doros, G. (2006). Unit Bias: A New Heuristic That Helps Explain the Effect of Portion Size on Food Intake. *Psychological Science*, 17, 521-525.

Week 3

Prospect theory, Mental accounting and Framing

Kahneman, D. (2011). *Thinking, fast and slow*. Macmillan. Read Chapters 25-34 (pp. 269-363).

Tversky, A., & Kahneman, D. (1981). The Framing of Decisions and the Psychology of Choice.

Yi, S., & Baumgartner, H. (2008). Motivational compatibility and the role of anticipated feelings in positively valenced persuasive message framing. *Psychology & Marketing*, 25(11), 1007-1026.

Larrick, R. P., & Soll, J. B. (2008). The MPG illusion. *Science*, 320(5883), 1593-1594.

Supplementary readings:

Levin, I. P., Schneider, S. L., & Gaeth, G. J. (1998). All frames are not created equal: A typology and critical analysis of framing effects. *Organizational behavior and human decision processes*, 76(2), 149-188.

Johnson, E. J., & Goldstein, D. (2003). Do defaults save lives?. *Science*, 302(5649), 1338-1339.

Smith, G. E., & Nagle, T. T. (1995). Frames of reference and buyers' perception of price and value. *California Management Review*, 38, 98-116.

Soman, D. (2004). Framing, loss aversion, and mental accounting. *Blackwell handbook of judgment and decision making*, 379-398.

Kahneman, D. (2003). A perspective on judgment and choice: mapping bounded rationality. *American psychologist*, 58(9), 697.

Week 4

Perceptual bias and consumption

Wansink, B., & van Ittersum, K. (2003), Bottoms up! The influence of elongation on pouring and consumption volume, *Journal of Consumer Research*, 30 (December), 455-463.

*** The following background reading is **required**: pp. 313-316 and pp. 318-321 of P. Raghubir and A. Krishna (1999), Vital dimensions in volume perception: Can the eye fool the stomach?, *Journal of Marketing Research*, 36 (3), 313-326.

Wansink, B., Painter, J.E., & North, J. (2005). Bottomless bowls: Why visual cues of portion size may influence food intake. *Obesity Research*, 13, 93-100.

Wansink, B., Van Ittersum, K., & Painter, J. E. (2006). Ice cream illusions: bowls, spoons, and self-served portion sizes. *American journal of preventive medicine*, 31(3), 240-243.

Cohen, D. A., & Babey, S. H. (2012). Contextual influences on eating behaviours: heuristic processing and dietary choices. *Obesity Reviews*, 13(9), 766-779.

Week 5

Biases in categorization and inferences

Wansink, B., & Chandon, P. (2007). The Biasing Health Halos of Fast-Food Restaurant Health Claims: Lower Calorie Estimates and Higher Side-Dish Consumption Intentions. *Journal of Consumer Research*, 34 (October)

Wansink, B., & Chandon, P. (2006). Can “Low-Fat” Nutrition Labels Lead to Obesity? *Journal of Marketing Research*, 43, 605-617.

Raghunathan, R., Naylor, R. W., & Hoyer, W. D. (2006). The unhealthy = tasty intuition and its effects on taste inferences, enjoyment, and choice of food products. *Journal of Marketing*, 70, 170-184.

Chernev, A. & Gal, D. (2010). Categorization effects in value judgments: Averaging bias in evaluating combinations of vices and virtues. *Journal of Marketing Research*, 47, 738-747.

Week 6

Behaviour change via nudging (choice architecture)

Cheema, A., & Soman, D. (2008). The effect of partitions on controlling consumption. *Journal of Marketing Research*, 45, 665-675.

Schwartz, J., Riis, J., Elbel, B., & Ariely, D. (2012). Inviting consumers to downsize fast-food portions significantly reduces calorie consumption. *Health Affairs*, 31(2), 399-407.

Rozin, P., Scott, S., Dingley, M., Urbanek, J. K., Jiang, H., & Kaltenbach, M. (2011). Nudge to nobesity I: Minor changes in accessibility decrease food intake. *Judgment and Decision Making*, 6(4), 323-332.

Dijksterhuis, A., Smith, P. K., Van Baaren, R. B., & Wigboldus, D. H. (2005). The unconscious consumer: Effects of environment on consumer behavior. *Journal of Consumer Psychology*, 15(3), 193-202.

Supplemental reading:

Chance, Z., Gorlin, M., & Dhar, R. (2014). Why Choosing Healthy Foods is Hard, and How to Help: Presenting the 4Ps Framework for Behavior Change. *Customer Needs and Solutions*, 1(4), 253-262.

Wansink, B. (2010). From mindless eating to mindlessly eating better. *Physiology & behavior*, 100(5), 454-463.

Week 7

Self-regulation and failure in consumer behaviour

Baumeister, R. F., Sparks, E. A., Stillman, T. F., & Vohs, K. D. (2008). Free will in consumer behavior: Self-control, ego depletion, and choice. *Journal of Consumer Psychology*, 18, 4-13.

Vohs, K.D., & Faber, R.J. (2007). Spent resources: self-regulatory resource availability affects impulse buying. *Journal of Consumer Research*, 33 (March), 537–547.

Friese, M., Hofmann, W., & Wänke, M. (2008). When impulses take over: Moderated predictive validity of explicit and implicit attitude measures in predicting food choice and consumption behaviour. *British Journal of Social Psychology*, 47(3), 397-419.

Hofmann, W., Friese, M., & Wiers, R. W. (2008). Impulsive versus reflective influences on health behavior: A theoretical framework and empirical review. *Health Psychology Review*, 2(2), 111-137.

Supplementary readings:

Muraven, M., Collins, R. L., Morsheimer, E. T., Shiffman, S., & Paty, J. A. (2005). The morning after: limit violations and the self-regulation of alcohol consumption. *Psychology of Addictive Behaviors*, 19(3), 253.

Stroebe, W., Mensink, W., Aarts, H., Schut, H., & Kruglanski, A. W. (2008). Why dieters fail: Testing the goal conflict model of eating. *Journal of Experimental Social Psychology*, 44, 26-36.

Papies, E. K., Stroebe, W., & Aarts, H. (2007). Pleasure in the mind: Restrained eating and spontaneous hedonic thoughts about food. *Journal of Experimental Social Psychology*, 43, 810-817.

Friese, M., Hofmann, W., & Wänke, M. (2009). The impulsive consumer: Predicting consumer behavior with implicit reaction time measures. In M. Wänke (Ed.), *Frontiers in social psychology: Social psychology of consumer behavior* (pp. 335-364). New York: Psychology Press.

Week 8

Effect of priming on consumer behaviour

Chartrand, T. L., Huber, J., Shiv, B. & Tanner, R. J. (2008), Nonconscious Goals and Consumer Choice. *Journal of Consumer Research*, 35, 189-201.

Papies, E. K. (2016). Health goal priming as a situated intervention tool: How to benefit from nonconscious motivational routes to health behavior. *Health Psychology Review*, 1-35.

Strahan, E. J., Spencer, S. J., & Zanna, M. P. (2002). Subliminal priming and persuasion: Striking while the iron is hot. *Journal of Experimental Social Psychology*, 38(6), 556-568.

Karremans, J. C., Stroebe, W., & Claus, J. (2006). Beyond Vicary's fantasies: The impact of subliminal priming and brand choice. *Journal of Experimental Social Psychology*, 42(6), 792-798. (This is a rejoinder to Strahan et al., 2002)

Supplemented readings:

Holland, R. W., Hendriks, M., & Aarts, H. (2005). Smells Like Clean Spirit Nonconscious Effects of Scent on Cognition and Behavior. *Psychological Science*, 16(9), 689-693.

Förster, J., Liberman, N., & Friedman, R. S. (2007). Seven principles of goal activation: A systematic approach to distinguishing goal priming from priming of non-goal constructs. *Personality and Social Psychology Review*, 11(3), 211-233.

Sela, A., & Shiv, B. (2009). Unraveling priming: When does the same prime activate a goal versus a trait?. *Journal of Consumer Research*, 36(3), 418-433.

Janiszewski, C., & Wyer, R. S. (2014). Content and process priming: A review. *Journal of Consumer Psychology*, 24(1), 96-118.

Bargh, J. A., & Chartrand, T. L. (1999). The unbearable automaticity of being. *American Psychologist*, 54, 462-479.

Week 9

Pleasure and issues of consumption

Cornil, Y., & Chandon, P. (2016). Pleasure as a substitute for size: How multisensory imagery can make people happier with smaller food portions. *Journal of Marketing Research*, 53(5), 847-864.

Cornil, Y., & Chandon, P. (2016). Pleasure as an ally of healthy eating? Contrasting visceral and Epicurean eating pleasure and their association with portion size preferences and wellbeing. *Appetite*, 104, 52-59.

Huyghe, E., Verstraeten, J., Geuens, M., & Van Kerckhove, A. (2017). Clicks as a Healthy Alternative to Bricks: How Online Grocery Shopping Reduces Vice Purchases. *Journal of Marketing Research*, 54(1), 61-74.

Week 10

Memory and consumer behaviour

Shapiro, S., MacInnis, D. J., & Heckler, S. E. (1997). The effects of incidental ad exposure on the formation of consideration sets. *Journal of Consumer Research*, 24(1), 94-104.

Braun, K. A. (1999). Postexperience advertising effects on consumer memory. *Journal of Consumer Research*, 25(4), 319-334.

Roediger, H. L. (1990). Implicit memory: Retention without remembering. *American psychologist*, 45(9), 1043.

Berger, J., & Fitzsimons, G. (2008). Dogs on the street, pumas on your feet: How cues in the environment influence product evaluation and choice. *Journal of Marketing Research*, 45(1), 1-14.

Week 11

Practical issues in designing and conducting experiments

Wilson, T.D., Aronson, E., & Carlsmith, K. (2010). The Art of Laboratory Experimentation. In S. T. Fiske, D. T. Gilbert, & L. Gardiner (Eds.), *Handbook of Social Psychology*. Vol. 1 (pp. 51-81). John Wiley & Sons. (An electronic copy available in the library website)

Reis, H. T., & Gosling, S. D. (2010). Social psychological methods outside the laboratory. In S. T. Fiske, D. T. Gilbert, & L. Gardiner (Eds.), *Handbook of Social Psychology*. Vol. 1 (pp. 82-114). John Wiley & Sons. (An electronic copy available in the library website)

(Read up to field experimentation)

Week 12

Formal presentation of research proposals

Wrap-up

Course Policies

Grading Policies

Class participation (10%)

You are expected to have carefully read all the papers to be discussed in class (No skimming!). I will monitor your preparedness and participation to class discussion every class.

For example, you will be asked to explain the authors' hypotheses or main arguments in your own words, know how major IVs and DVs were measured or manipulated, and interpret results in tables and figures. Furthermore, you are expected to contribute to class discussion about how these findings may be extended to future research.

You should actively earn class participation grades in each class.

Article critiques (9%)

Each student is required to pick 3 articles from those assigned in Weeks 5-10, and write up a sound critique of the article. Each critique is worth 3 points. You may submit 4 critiques, and the one with the lowest mark will be discarded.

Preparing an article critique requires analyzing the article, not just summarizing it.

A summary merely reports what the article said; that is, it answers only the question, "What did the author say?"

A critique, on the other hand, analyzes, interprets, and evaluates the text, answering the questions how? why? and how well?

A critique does not necessarily have to criticize the piece in a negative sense. There may be some things that were well done, while other things that were not clearly dealt with or leaves much room to be desired. It is important to explain why you respond to the text in a certain way.

Here are the steps to developing a thoughtful article critique:

Step 1. Analyze the text

As you read the book or article you plan to critique, the following questions will help you analyze the text:

- What is the author's main point?
- What is the author's purpose?
- What arguments does the author use to support the main point?
- What evidence does the author present to support the arguments?
- What are the author's underlying assumptions or biases?

You may find it useful to make notes about the text based on these questions as you read.

Step 2. Evaluate the text

After you have read the text, you can begin to evaluate the author's ideas. The following questions provide some ideas to help you evaluate the text:

- Is the argument logical? A concise, logical development of the arguments is required.
- Is the article well-organized, clear, and easy to read?
- Is there sufficient evidence (background literature) to support the arguments?
- Do the arguments support the main point?
- Does the article present and refute opposing points of view?
- Does the article sufficiently help you understand the subject?
- What questions or observations does this article suggest?

Step 3. Plan and write your critique

Write your critique in standard essay form. It is generally best not to follow the author's organization when organizing your analysis, since this approach lends itself to summary rather than analysis. Begin with an introduction that defines the subject of your critique and your point of view. Defend your point of view by raising specific issues or aspects of the argument. Conclude your critique by summarizing your argument and re-emphasizing your opinion.

- You will first need to identify and explain the author's ideas. Include specific passages that support your description of the author's point of view. You may state aspects of the article that are not clear to you or difficult to understand.
- Offer your own opinion. Explain what you think about the argument. Describe several points with which you agree or disagree. Make sure that you provide rationale for each of your points.
- **IMPORTANT:** Explain how the authors' main ideas can be improved, how the ideas can be better tested, and how the ideas can be extended to a new purchase or consumption context. This will be useful for developing your research proposal idea.

Submit your critique **at least 12 hours** prior to the class when the article is being covered. It should be double spaced and no longer than 3 pages in length.

Seminar leadership (10%)

We will take turns presenting major points/findings of articles and leading class discussion. If an empirical paper is assigned, the presentation slides must include hypotheses tested, a specific methodology used and major findings. If there are more than two studies in the assigned article, you may focus on **the two most important** experiments (Let's make sure that we can interpret the pattern of results).

Each student is expected to be lead seminars in **TWO** occasions (this may vary depending on the class size). Assignment of articles to students will be made during the first week of the semester.

The seminar leader should present major points/findings within 20 minutes, and s/he will facilitate class discussion based on the assigned articles for 20 minutes. The seminar leader should prepare 3-4 discussion questions for class discussion.

Exams (21%)

Three in-class exams will take place in order to make sure that you are carefully reading assigned articles/texts and gleaning theoretical foundations as well as the process of testing the hypotheses from the articles. The format of the questions will be short answer questions asking you to state the hypothesis for a certain study and interpret the findings, for example. Each exam will be worth of 7% toward the total grade. See the course schedule for the exact day of exams.

Research proposal (40%)

This component of the course consists of three parts.

First, you need to select a topic that you wish to pursue in the research proposal and receive approval from the instructor. It is strongly encouraged that the research proposal incorporates at least one theory **covered in the current course**.

Second, once the topic is approved, you need to write a 5 page summary of your research idea (i.e., testable hypotheses) and the literature review that is directly relevant to your idea.

Lastly, you are to submit a research proposal to the instructor. See the class schedule section for due dates.

A proposal should include the following components:

- (a) Literature review
- (b) Your unique research question to be pursued (including how it differs from previous findings and its contribution to the discipline)
- (c) Testable hypotheses
- (d) Empirical research design (specify variables to be manipulated or measured)
- (e) Specific research procedures to be employed
- (f) Discussion of data analysis plan
- (g) Graphic rendition of predicted findings
- (h) References

The research proposal should be about 15 pages (excluding references, tables, figures and appendices).

Both proposals should be typed 12 Times New Roman font, double-spaced with .75 margins on four sides (follow the APA guideline otherwise). For the illustration of the APA style, refer to

<http://library.concordia.ca/help/howto/apa.php> or

<http://www.mhc.ab.ca/library/howtoguides/APASamplePaperAug2007.pdf>.

Presentation of Research proposal ideas (10%)

Each student will be given about 15 minutes to present the research proposal in week 12. The presentation needs to include the following:

- (a) motivation of the research (e.g., likely contribution to the discipline and practice)
- (b) major research questions and relevant previous research
- (c) testable hypotheses and rationale behind them
- (d) empirical research design (specify variables and describe how they will be manipulated and/or measured)
- (e) specific research procedures to be employed
- (f) expected results (draw expected patterns in Figures)

The purpose of this presentation is to share research ideas with other students and to provide students feedback before writing up the formal research proposal.

You need to submit an electronic copy of presentation slides to the instructor one day before the presentation.

Course Policy regarding use of electronic devices and recording of lectures

Electronic recording of classes is expressly forbidden without consent of the instructor.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08...>

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: <http://www.csd.uoguelph.ca/csd/>

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#)

Drop date

The last date to drop one-semester courses, without academic penalty, is _____. For regulations and procedures for Dropping Courses, see the Academic Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08>

Additional Course Information

The end