



## Marketing and Consumer Studies

### MCS\*6010 Consumption Behaviour Theory II Winter 2018



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Office Hours: Available by appointment or feel free to drop by

**Class Times and Location:** Tuesday 2:30 pm – 5:30 pm; MINS 207

#### Course Description and Objectives:

1. Provide a strong foundation for critical thinking and creativity in the area of consumer behaviour.
2. Provide exposure and ignite interest in some of the classic and emerging theoretical and substantive areas of consumer research.
3. Introduce commonly used methods and tools and current perspectives on their use in studying consumer behaviour.
4. Explore the fundamentals of constructive feedback and the process of developing and communicating existing and new research ideas.

#### Course Requirements:

In-Class Contribution	20%
Discussion Facilitator	25%
Choose-Your-Own-Adventure Presentation	10%
Article Critiques	15%
Final Research Proposal	30%
Total	100%

#### In-Class Contribution (25% of overall grade):

Discussion is central to facilitating learning and keeping the class engaging. We will meet once per week to discuss, critically analyze, and synthesize the assigned readings. *A high level student preparation and participation enhances learning for everyone.*

Absences: In the event of a physical absence, you will be required to submit a reflection paper on the readings assigned in the class you have missed. Through *your choice* of focus in the paper, it is up to you to convey that you have meaningfully processed the assigned readings.

## Discussion Facilitator (20% of overall grade)

During the semester, you will serve as a discussion facilitator in one class. Below, are the expectations:

### 1. Teaching recommended materials (20-30 mins):

Your job in this part of the class is to provide a brief overview of the materials covered in the recommended readings. (If you are unclear about concepts, please meet with me ahead of your class). You may do this in whole or in part through lecture, but I would STRONGLY encourage you to incorporate creative or interactive teaching methods, such as:

- a. Acting out or providing a visual overview of one or more of the studies or research articles
  - b. Doing a demonstration that will allow your classmates to experience a phenomenon discussed in the readings
  - c. Sharing a brief video clip or media article that highlights a key concept
  - d. Finding out some fun facts about the research from one of the authors
  - e. Staging a mock debate/fight that captures a debate in the literature
  - f. Anything else you can think of – Get creative! If you make the material engaging and fun, the research comes alive and becomes more memorable
2. Leading discussion (90 mins): Your job in this part of class is to facilitate (not dominate) class discussion of the readings. You will call on your classmates to respond to the discussion questions that you prepared and shared in advance of the class and/or encourage them to share their own discussion questions. It is your job (with help from me) to decide when discussion wanders too much from the key issues and to encourage your classmates back to the main discussion topics. Make sure to discuss the stated objective and positioning of the research, the hypotheses, the methodology, and the results, before getting into the more interesting aspects such as the paper's contribution, critiques, and future research directions. See below for ideas on leading the discussion.
3. Leading application session (20-30 mins): your job in this part of class is to facilitate an activity to help your classmates apply the readings toward the generation of **new ideas**. This may involve you come up with a few ideas for your classmates to discuss and develop further, or having your classmates work together in pairs or small groups and then reporting back new ideas to the rest of the class. Class activities may include (but are not limited) to having:
- a. Small groups identify the most important unanswered question from the readings to design experiments to answer this question
  - b. Pairs of students working together to apply the conceptual advances or methodological approaches used in the readings to design an experiment related to an individual student's primary research interests
  - c. Students develop a solution to a current consumer issue using the assigned readings. In the interest of time, it would probably be best for the discussion facilitator to identify and present the "current consumer issue", possibly in the form of a written or verbal scenario.
  - d. Small groups create ad campaigns for a particular product or cause (drawing on the understanding provided by the readings), and the class discusses which would be most effective.

Here is the preparation you will need to do before facilitating:

- a. Before facilitation, read all of the assigned articles to begin formulating how to teach the recommended material and how to lead the application session. Knowing your articles well before your turn as discussion leader will "prime" you to identify relevant real world examples, think of creative learning activities etc.
- b. Arrange a meeting time with me to discuss your ideas for the class.
- c. 24-48 hours before facilitation, send out the discussion questions to your classmates.

### *Ideas for Leading the Discussion*

Questions assigned and issues addressed by the discussion leader (or any other student in the class) may include the following, but feel free to design your own question or modify these suggestions:

#### *1. Issues raised by a specific paper:*

- a. What makes this research a significant contribution (or not)?

- b. What is the conceptual model that guides this research (if any)?
- c. Is this research based on theory? If so, does this paper apply existing theory to a new area or does it extend and build on existing theory?
- d. Look at the introduction of the paper carefully. Is the paper being positioned in terms of the independent variable or the dependent variable? Or a mediator or moderator variable? Did the authors do a good job positioning the paper? If so, what makes its positioning compelling? If not, how could they have made its positioning clearer or more compelling?
- e. Are there rival hypotheses that the research has identified? Does the setting enable the researcher to rule out these rival hypotheses? Which ones? How? What additional methodology and research setting might complement the research methodology used in this paper?
- f. How was each construct operationalized? Does the operationalization map onto the conceptual definition of each variable?
- g. Is the research logically derived (i.e., does the paper's positioning fit with the hypotheses, do the hypotheses fit well with the research design, are the measures appropriate to test the hypotheses, does the analysis allow an appropriate test of the hypotheses, are the conclusions logically based on the analyses)?
- h. What are the major (conceptual, methodological, analytical) strengths or limitations of this paper?
- i. What new research questions are raised by this paper?
- j. How does this paper relate to other papers you have read in this or other seminars?

2. *Issues raised by the group of papers:*

- a. How do the papers fit together (what redundant or complementary research issues does each address)?
- b. Is there a conceptual model that integrates the papers?
- c. What future research priorities would you identify? Can you draw a conceptual model to illustrate and/or define a novel hypothesis?

**Choose-Your-Own-Adventure Presentation (10% of overall grade)**

Once during the semester (on a day you are not a discussion facilitator), you will “choose your own adventure” and pick one paper from the suggested 3-4 articles on the day’s topic to present (***The topic must be different from the one on which you facilitate class discussion***). You will confirm this with me ahead of time. You will present a 20 minutes presentation of the research as if it were your own, including its motivation, contribution, theory and methodology. This is for two reasons. First, I want to encourage you to go beyond the assigned readings in areas that interest you and to share your learning with your classmates. Second, I want to give you practice presenting research in a conference-style format in front of an audience.

**Article Critiques (15% of overall grade; 3 critiques X 5% each)**

You are required to write up three critiques of three articles (from three different topics). Each critique is worth 5% of your overall grades. You may submit 4 critiques, and the one with the lowest mark will be discarded. The articles selected must be **different** from the topic on which you are a discussion facilitator or do the choose-your-own-adventure presentation. Submit your critique at least 12 hours prior to the class when the article is being discussed. It should be double spaced and no longer than 3 pages in length.

An article critique is NOT a summary. A critique analyzes, interprets, and evaluates the text, answering the questions how? Why? And how well? It is not necessary 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 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.

**Final Research Proposal (30% of overall grade) – Due April 13<sup>th</sup>; No presentation requirement**

You will complete a research proposal, as your final term paper in the course, introducing an original research idea. Ideally this will turn into a project that you can collaborate on with a faculty member after the course is finished, or can be developed further as your master thesis. The final paper should be no more than 20 pages of text (1.5 spaced,

1” margins – no limit on the number of tables or figures, but you MUST reference and describe their implications in the paper or they will not be graded). Your preparation for the research proposal should roughly follow the process below and should result in a paper that covers each of these aspects in the final product:

- I. Select a topic you find interesting and find at least 5 or 6 papers that address that topic specifically or address theory more indirectly related to the topic.
- II. Depict a new conceptual model that integrates the findings of the literature reviewed.
- III. Describe this conceptual model. First develop a conceptual definition of each construct in your model, drawing on the research papers you cite. Second, review the literature as it relates to the conceptual model. Your literature review should not describe one paper’s findings and then describe the findings of another. Rather, the review should deal at the level of the constructs and should discuss linkages in the model.
- IV. Develop a set of propositions that describe the main findings from the literature.
- V. Identify gaps in the literature. What is not currently known based on the conceptual model stated? What new research ideas or specific research directions might be pursued? Consider new contexts, methodologies, constructs, relationships among the current set of constructs, theory, etc. that might be added to lend insight into the domain identified.
- VI. Finally, **develop your research proposal, which should be in the form of the beginning of a journal article**, and must include each of the following elements:
  - i. *Research Questions and Positioning*: What are you studying and why is it important? Identify an interesting research question that you might pursue empirically. Indicate why you think it is interesting and how builds on the theoretical findings in the current literature. Write an introduction and position the idea.
  - ii. *Constructs and Conceptual Model*: Develop a pictorial depiction of the conceptual model guiding your research question. Identify and define relevant constructs in this conceptual model (be clear about which are independent, dependent, mediator, moderator, or control variables).
  - iii. *Hypotheses and Theory*: Develop hypotheses that relate these constructs. Make sure that they represent “good” hypotheses presented at the level of the construct and not in terms of the construct’s operationalization. Clearly articulate the motivation that guides the hypotheses and why it is relevant.  
(Please refer to the readings in session on “Writing Sticky Articles and Reviewing” or your favourite Journal of Consumer Research article if you require additional guidance on structuring the front-end, i.e., the above three elements, of your research proposal)
  - iv. *Research Methodology*: Design a study in which the model could be tested, identifying the research methodology to be used and how the constructs will be measured. Please also included graphic rendition of predicted findings (if applicable). The description of your methodology should resemble that of a study design write-up in JCR, JCP or JMR.

### Session Topics (Tentative)

DATE	SESSION	TOPIC
January 9 <sup>th</sup>	1	Perspectives on Consumer Research and Methodology
January 16 <sup>th</sup>	2	Experiential Consumption I - Consuming Experiences
January 23 <sup>rd</sup>	3	Experiential Consumption II – To Do or To Have
January 30 <sup>th</sup>	4	Variety Seeking Behaviour – Antecedents and Consequences
February 6 <sup>th</sup>	5	Choice Architecture – The Organization of Assortment
February 13 <sup>th</sup>	6	Anthropomorphism
February 27 <sup>th</sup>	7	New Products I – Ideation, Categorization, Preference & Evaluation
March 6 <sup>th</sup>	8	New Products II - Schema Congruity
March 13 <sup>th</sup>	9	Affect: Feelings & Emotions
March 20 <sup>th</sup>	10	Effects of Scarcity
March 27 <sup>th</sup>	11	Sensations & Cognitions
April 3 <sup>rd</sup>	12	<a href="#">Idea Discussion Session</a>

### Policies and Regulations

All students are expected to abide by the University's academic regulations in the completion of their academic work, as set out in the undergraduate calendar (see <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/index.shtml>). Some regulations are highlighted below:

### **Academic Misconduct:**

The University of Guelph is committed to upholding the highest standards of academic integrity and directs 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. The University of Guelph takes a serious view of academic misconduct and it is your responsibility as a student to be aware of and to abide by the University's policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission.

To better understand your responsibilities, read the Undergraduate Calendar at:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml> You are also advised to make use of the resources available through the Learning Commons (<http://www.learningcommons.uoguelph.ca/>) and to discuss any questions you may have with your course instructor, teaching assistant, Academic Advisor or Academic Counselor.

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

### **Academic Consideration:**

Students who find themselves unable to meet course requirements by the deadline or criteria expected because of medical, psychological or compassionate circumstances beyond their control, should review the regulations on Academic Consideration in the Undergraduate Calendar ([http://www.uoguelph.ca/undergrad\\_calendar/c08/c08-ac.shtml](http://www.uoguelph.ca/undergrad_calendar/c08/c08-ac.shtml)) and discuss their situation with the instructor, Program Counsellor or Academic Advisor as appropriate.

## Timeline, Assigned Sessions & Readings

### January 9<sup>th</sup> Session 1

#### Topic: Perspectives on Consumer Research and Methodology

- MacInnis, Deborah J. and Valerie Folkes (2010), "The Disciplinary Status of Consumer Behavior: A Sociology of Science Perspective on Key Controversies", *Journal of Consumer Research*, 36(6), 899-915.
- Deighton, John (2007), "From the Editor: The Territory of Consumer Research: Walking the Fences", *Journal of Consumer Research*, 34(3), 279-82.
- Irwin, Julie R. and Gary H. McClelland (2003), "Negative Consequences of Dichotomizing Continuous Predictor Variables," *Journal of Marketing Research*, 40, 363-71.

#### Bonus Reads:

- Janiszewski, Chris (2009), "The Consumer Experience", Association for Consumer Research Presidential Address.
- Simonson, Itamar, Ziv Varmon, Ravi Dhar, Aimee Drolet, Stephen M. Nowlis (2001), "Consumer Research: In Search of Identity", *Annual Review of Psychology*, 52(February), 249-75.
- Zaltman, Gerald (2000), "Consumer Researchers: Take a Hike!" *Journal of Consumer Research*, 26(March), 423-428.
- Fitzsimmons, Gavan J. (2008), "Editorial: Death to Dichotomizing," *Journal of Consumer Research*, 35, 5-8.

### January 16<sup>th</sup> Session 2

#### Topic: Experiential Consumption I – To Do or to Have?

- Van Boven, Leaf and Thomas Gilovich (2003), "To Do or to Have? That Is the Question," *Journal of Personality and Social Psychology*, 85(6), 1193-202.
- Nicolao, Leonardo, Julie R. Irwin, and Joseph K. Goodman (2009), "Happiness for Sale: Do Experiential Purchases Make Consumers Happier Than Material Purchases?" *Journal of Consumer Research*, 36(August), 188-98.
- Weidman, Aaron C. and Dunn Elizabeth W. (2016), "The Unsung Benefits of Material Things: Material Purchases Provide More Frequent Momentary Happiness than Experiential Purchases," *Social Psychology and Personality Science*, 7(4), 390-99.
- Carter Travis J. and Gilovich Thomas (2012), "I Am What I Do, Not What I Have: The Centrality of Experiential Purchases to the Self-Concept," *Journal of Personality and Social Psychology*, 102(6), 1304-17.

#### Choose Your Own Adventure Options:

- Capriarello Peter A. and Reis Harry T. (2013), "To Do, to Have, or to Share? Valuing Experiences over Material Possessions Depends on the Involvement of Others," *Journal of Personality and Social Psychology*, 104(2), 199-215.
- Kumar, Amit and Gilovich Thomas (2016), "To Do or to Have, Now or Later? The Preferred Consumption Profiles of Material and Experiential Purchases," *Journal of Consumer Psychology*, 26(2), 169-78.
- Chan, Cindy and Cassie Mogilner (2017), "Experiential Gifts Foster Stronger Social Relationships Than Material Gifts," *Journal of Consumer Research*, 43(6), 913-31.

### January 23<sup>rd</sup> Session 3

#### Topic: Experiential Consumption II - Consuming Experiences

- Holbrook, Morris B. and Elizabeth C. Hirschman (1982), "The Experiential Aspects of Consumption: Consumer Fantasies, Feelings, and Fun," *Journal of Consumer Research*, 9(September), 132-40.
- Zauberan, Gal, Rebecca K. Ratner, and B. Kyu Kim (2009), "Memories As Assets: Strategic Memory Protection in Choice Over Time," *Journal of Consumer Research*, 35(February), 715-28.
- Keinan, Anat and Ran Kivetz (2011), "Productivity Orientation and the Consumption of Collectable Experiences," *Journal of Consumer Research*, 37(6), 935-50.
- Bhattacharjee, Amit and Cassie Mogilner (2014), "Happiness from Ordinary and Extraordinary Experiences," *Journal of Consumer Research*, 41(1), 1-17.

#### Choose Your Own Adventure Options:

- Raghunathan Rajagopal and Corfman Kim (2006), "Is Happiness Shared Doubled and Sadness Shared Halved? Social Influence on Enjoyment of Hedonic Experiences," *Journal of Marketing Research*, 43(3), 386094.

- Chun, Hae Eun, Kristin Diehl, and Deborah MacInnis (2017), “Savoring an Upcoming Experience Affects Ongoing and Remembered Consumption Enjoyment,” *Journal of Marketing*, 81(3), 96-110.
- Diehl, Kristin, Gal Zauberaman, and Alixandra Barasch (2016), “How Taking Photos Increases Enjoyment of Experiences,” *Journal of Personality and Social Psychology*, 111(2), 119-40.

### January 30<sup>th</sup> Session 4

#### Topic: Variety Seeking Behaviour – Antecedents and Consequences

- Simonson, Itamar (1990), “The Effect of Purchase Quantity and Timing on Variety-Seeking Behavior,” *Journal of Marketing Research*, 27(2), 150-62.
- Menon, Satya and Barbara E. Kahn (1995), “The Impact of Context on Variety Seeking in Product Choices,” *Journal of Consumer Research*, 22(3), 285-95.
- Ratner Rebecca K., Barbara E. Kahn, and Daniel Kahneman (1999), “Choosing Less-Preferred Experiences for the Sake of Variety,” *Journal of Consumer Research*, 26(1), 1-15.
- Etkin, Jordan and Cassie Mogilner (2016), “When Variety among Activities Increases Happiness,” *Journal of Consumer Research*, 42(August), 210-29.

#### Choose Your Own Adventure Options:

- Kahn, Barbara E. and Brian Wansink (2004), “The Influence of Assortment Structure on Perceived Variety and Consumption Quantities,” *Journal of Consumer Research*, 30(4), 519-33.
- Roehm, Harper A. and Michelle L. Roehm (2005), “Revisiting the Effect of Positive Mood on Variety Seeking,” *Journal of Consumer Research*, 32(2), 330-36.
- Mogilner, Cassie, Tamar Rudnick, and Sheena S. Iyengar (2008), “The Mere Categorization Effect: How the Presence of Categories Increases Choosers’ Perceptions of Assortment Variety and Outcome Satisfaction,” *Journal of Consumer Research*, 35(2), 202-15.
- Etkin, Jordan and Rebecca K. Ratner (2012), “The Dynamic Impact of Variety among Means on Motivation,” *Journal of Consumer Research*, 38(April), 1076-92.

#### Bonus Background Read:

- Kahn, Barbara E. (1995), “Consumer Variety-Seeking among Goods and Services: An Integrative Review,” *Journal of Retailing and Consumer Services*, 2(3), 139-48.

### February 6<sup>th</sup> Session 5

#### Topic: Choice Architecture – The Organization of Assortment

- Iyengar, Sheena S. and Mark R. Lepper (2000), “When Choice is Demotivating: Can One Desire Too Much of a Good Thing?” *Journal of Personality and Social Psychology*, 79(6), 995-1006.
- Gourville, John T. and Dilip Soman (2005), “Overchoice and Assortment Type: When and Why Variety Backfires,” *Marketing Science*, 24(3), 382-95.
- Poynor, Cait and Stacy L. Wood (2010), “Smart Subcategories: How Assortment Formats Influence Consumer Learning and Satisfaction,” *Journal of Consumer Research*, 37(1), 159-75.
- Lamberton, Cait and Kristin Diehl (2013), “Retail Choice Architecture: The Effects of Benefit and Attribute-based Assortment Organization on Consumer Perceptions and Choice,” *Journal of Consumer Research*, 40(3), 393-411.

#### Choose Your Own Adventure Options:

- Sela, Aner, Jonah Berger, and Wendy Liu (2009), “Variety, Vice, and Virtue: How Assortment Size Influences Option Choice,” *Journal of Consumer Research*, 35(6), 941-51.
- Diehl, Kristin, Erica van Herpen, and Cait Lamberton (2015), “Organizing Products with Complements versus Substitutes: Effects on Effort, Assortment Perceptions and Store Preference,” *Journal of Retailing*, 91(1), 1-18.
- Gao, Leilei and Itamar Simonson (2016), “The Positive Effect of Assortment Size on Purchase Likelihood: The Moderating Influence of Decision Order,” *Journal of Consumer Psychology*, 26(4), 542-49.

#### Bonus Background Read:

- Chernev Alexander, Ulf Bockenholt, and Joseph Goodman (2015), “Choice Overload: A Conceptual Review and Meta-

analysis,” *Journal of Consumer Psychology*, 25(2), 333-58.

## February 13<sup>th</sup> Session 6

### Topic: Anthropomorphism

- Epley, Nicholas, Adam Waytz, and John T. Cacioppo (2007), “On Seeing Human: A Three-factor Theory of Anthropomorphism,” *Psychological Review*, 114(4), 864-86.
- Aggarwal Pankaj, and Ann L. McGill (2007), “Is That Car Smiling at Me? Scheme Congruity as a basis for Evaluating Anthropomorphized Products,” *Journal of Consumer Research*, 34(4), 468-79.
- Kim, Sara and Ann L. McGill (2011), “Gaming with Mr. Slot or Gaming the Slot Machine? Power, Anthropomorphism, and Risk Perception,” *Journal of Consumer Research*, 38(1), 94-107.
- Puzakova, Marina, Hyokjin Kwak, and Joseph F. Rocereto (2013), “When Humanizing Brands Goes Wrong: The Detrimental Effect of Brand Anthropomorphization Amid Product Wrongoings,” *Journal of Marketing*, 77(3), 81-100.

### Choose Your Own Adventure Options:

- Chandler, Jesse and Norbert Schwarz (2010), “Use Does Not Wear Ragged the Fabric of Friendship: Thinking of Objects as Alive Makes People Less Willing to Replace Them,” *Journal of Consumer Psychology*, 20(2), 138-45.
- Hur, Julia D., Minjung Koo, and Wilhelm Hofmann (2015), “When Temptations Come Alive: How Anthropomorphism Undermines Self-Control,” *Journal of Consumer Research*, 42(2), 34-58.
- May, Frank and Monga Ashwani (2014), “When Time Has a Will of Its Own, the Powerless Don’t have the Will to Wait: Anthropomorphism of Time Can Decrease Patience,” *Journal of Consumer Research*, 40(5), 924-42.

### Bonus Background Read:

- Haslam, Nick (2006), “Dehumanization: An Integrative Review,” *Personality and Social Psychology Review*, 10(3), 252-64.

## February 27<sup>th</sup> Session 7

### Topic: New Products I – Ideation, Categorization, Preference & Evaluation

- Dahl, Darren W. and Page Moreau (2002), “The Influence and Value of Analogical Thinking During New Product Ideation,” *Journal of Marketing Research*, 39(1), 47-60.
- Gregan-Paxton, Jennifer, Steve Hoeffler, and Min Zhao (2005), “When Categorization is Ambiguous: Factors That Facilitate the Use of a Multiple Category Inference Strategy,” *Journal of Consumer Psychology*, 15(2), 127-40.
- Hoeffler, Steve (2003), “Measuring Preference for Really New Products,” *Journal of Marketing Research*, 40(4), 406-20.
- Alexander, David L., John G. Lynch Jr., and Qing Wang (2008), “As Time Goes By: Do Cold Feet Follow Warm Intentions for Really New versus Incrementally New Products,” *Journal of Consumer Research*, 45(June), 307-19.

### Choose Your Own Adventure Options:

- Lajos, Joseph, Zsolt Katona, Amitava Chattopadhyay, and Miklos Sarvary (2009), “Category Activation Model: A Spreading Activation Network Model of Subcategory Positioning When Uncertainty is High,” *Journal of Consumer Research*, 36(1), 122-36.
- Ozanne, Julie L., Brucks, Merrie, and Grewal, Dhruv (1992), “A Study of Information Search Behaviour During the Categorization of New Products,” *Journal of Consumer Research*, 18(4), 452-63.
- Rajagopal, Priyali and Robert E. Burnkrant (2009), “Consumer Evaluations of Hybrid Products,” *Journal of Consumer Research*, 36(2), 232-41.

## March 6<sup>th</sup> Session 8

### Topic: New Products II – Schema Congruity

- Mandler, George (1982), “The Structure of Value: Accounting for Taste,” in *Affect and Cognition: The 17th Annual Carnegie Symposium*, eds. Margaret S. Clark and Susan T. Fiske, Hillsdale, NJ: Lawrence Erlbaum Associates, 3-36.
- Meyers-Levy Joan, and Alice M. Tybout (1989), “Schema Congruity as a Basis for Product Evaluation,” *Journal of Consumer Research*, 16(1), 39-54.
- Noseworthy, Theodore J., and Remi Trudel (2011), “Looks Interesting But What Does It Do? Evaluation of Incongruent



Product Form Depends on Positioning,” *Journal of Marketing Research*, 48(December) 1008-19.

- Hoon, Jhang Ji, Grant Susan Jung, and Campbell Margaret C. (2012), “Get It? Got It. Good! Enhancing New Product Acceptance by Facilitating Resolution of Extreme Incongruity,” *Journal of Marketing Research*, 49(April), 247-59.

Choose Your Own Adventure Options:

- Noseworthy, Theodore J., Kyle B. Murray, and Fabrizio Di Muro (2018), “When Two Wrongs Make a Right: Using a Conjunctive Enablers to Enhance Evaluations for Extremely Incongruent New Products,” *Journal of Consumer Research*, forthcoming.
- Sundar, Aparna and Theodore J. Noseworthy (2016), “Too Exciting to Fail, too Sincere to Succeed: The Effects of Brand Personality on Sensory Disconfirmation,” *Journal of Consumer Research*, 43(June), 44-67.
- Dimofte, Claudiu V., Mark R. Forehand, and Rohit Deshpande (2013), “Ad Schema Incongruity As Elicitor of Ethnic Self-Awareness And Differential Advertising Response,” *Journal of Advertising*, 32(4), 7-17.

**March 13<sup>th</sup> Session 9**

**Topic: Affect – Feeling and Emotions**

- Shiv, Baba and Alexander Fedorikhin (1999), “Heart and Mind in Conflict: The Interplay of Affect and Cognition in Consumer Decision Making,” *Journal of Consumer Research*, 26(December), 278-92.
- Schwarz, Norbert and Gerald Clore L. (1983), “Mood, Misattribution, and Judgements of Well-Being: Informative and Directive Functions of Affective States,” *Journal of Personality and Social Psychology*, 45, 513-23.
- Raghunathan, Rajagopal and Michel Tuan Pham (1999), “All Negative Moods Are Not Equal: Motivational Influences of Anxiety and Sadness in Decision Making,” *Organizational Behavior and Human Decision Process*, 71(July), 56-77.
- Di Muro, Fabrizio and Kyle B. Murray (2012), “An Arousal Regulation Explanation of Mood Effects on Consumer Choice,” *Journal of Consumer Research*, 39(3), 574-84.

Choose Your Own Adventure Options:

- Wood, Stacy L. and C. Page Moreau (2006), “From Fear to Loathing: How Emotion Influences the Evaluation and Early Use of Innovations,” *Journal of Marketing*, 70(July), 44-57.
- Salerno, Anthony, Juliano Laran, and Chris Janiszewski (2014), “Hedonic Eating Goals and Emotion: When Sadness Decreases the Desire to Indulge,” *Journal of Consumer Research*, 41(1), 135-51.
- Pham, Michel Tuan, Iris W. Hung, and Gerald J. Gorn (2011), “Relaxation Increases Monetary Valuations,” *Journal of Marketing Research*, 48(5), 814-26.

Bonus Background Read:

- Pham, Michel Tuan (2007), “Emotion and Rationality: A Critical Review and Interpretation of Empirical Evidence,” *Review of General Psychology*, 11(2), 155-78.

**March 20<sup>th</sup> Session 10**

**Topic: Effects of Scarcity**

- Rodeheffer, Christopher D., Sarah E. Hill, and Charles G. Lord (2012), “Does This Recession Make Me Look Black? The Effect of Resource Scarcity on the Categorization of Racial Faces,” *Psychological Science*, 23(12), 1476-78.
- Roux, Caroline, Kelly Goldsmith, and Andrea Bonezzi (2015), “On the Psychology of Scarcity: When Reminders of Resource Scarcity Promote Selfish (and Generous) Behavior,” *Journal of Consumer Research*, 42(4), 615-631.
- Kristofferson, Kirk, Brent McFerran, Andrea C. Morales, and Darren W. Dahl (2017), “The Dark Side of Scarcity Promotions: How Exposure to Limited – Quantity Promotions Can Induce Aggression,” *Journal of Consumer Research*, 43(5), 683-706.
- Zhu, Meng and Rebecca K. Ratner (2015), “Scarcity Polarizes Preferences: The Impact on Choice Among Multiple Items in a Product Class,” *Journal of Marketing Research*, 52(1), 13-26.

Choose Your Own Adventure Options:

- Mehta, Ravi and Meng Zhu (2016), “Creating When You Have Less: The Impact of Resource Scarcity on Product Use Creativity,” *Journal of Consumer Research*, 42(5), 767-82.
- Griskevicius, Vladas, Joshua M. Ackerman, Stephanie, Cantu, Andrew W. Delton, Theresa E. Robertson, Jeffrey A.

- Simpson, Melissa Emery Thompson, and Joshua M. Tybur (2013), "When the Economy Falters, Do People Spend or Save? Responses to Resource Scarcity Depend on Childhood Environments," *Psychological Science*, 24(2), 197-205.
- Sharma, Eesha and Adam L. Alter (2012), "Financial Deprivation Prompts Consumers to Seek Scare Goods," *Journal of Consumer Research*, 39(3), 545-60.

Bonus Background Read:

- Dorsch, Michael J., Kjell Y. Tornblom, and Ali Kazemi (2017), "A Review of Resource Theories and Their Implications for Understanding Consumer Behavior," *Journal of the Association for Consumer Research*, 2(1), 1-21.

**March 27<sup>th</sup> Session 11**

**Topic: Sensation and Cognition**

- Wilson M. (2005), Six Views of Embodied Cognition, *Psychonomic Bulletin & Review*, 9(4), 625-36.
- Hung, Iris W. and Aparna A. Labroo (2011), "From Firm Muscles to Firm Willpower: Understanding the Role of Embodied Cognition in Self-Regulation," *Journal of Consumer Research*, 37(6), 1046-64.
- Liljenquist, Katie, Chen-Bo Zhong, and Adam D. Galinsky (2011), "The Smell of Virtue: Clean Scents Promote Reciprocity and Charity," *Psychological Science*, 21, 381-82.
- Hong, Jiewen and Yacheng Sun (2012), "Warm It Up with Love: The Effect of Physical Coldness on Liking of Romance Movies," *Journal of Consumer Research*, 39(2), 293-306.

Choose Your Own Adventure Options:

- Elder, Ryan S. and Aradhna Krishna (2012), "The 'Visual Depiction Effect' in Advertising: Facilitating Embodied Mental Simulation through Product Orientation," *Journal of Consumer Research*, 6(1), 988-1003.
- Thomas, Manoj and Claire I. Tsai (2012), "Psychological Distance and Subjective Experience: How Distancing Reduces the Feeling of Difficulty," *Journal of Consumer Research*, 39(2), 324-40.

Bonus Background Read:

- Barsalou Lawrence W. (2008), "Grounded Cognition," *Annual Review of Psychology*, 59(1), 617-45.

**April 3<sup>th</sup> Session 12**

**Idea Discussion Session**