



Marketing and Consumer Studies
MCS*3600
CONSUMER INFORMATION PROCESSES
Winter 2013



COURSE OUTLINE

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Office hours: Mondays and Wednesdays 10-11 am

TA: Chris Bond (email: cbond@uoguelph.ca)

Class hours: Mondays and Wednesdays 8:30 - 9:50 am (section 1)

Mondays and Wednesdays 11:30 am – 12:50 pm (section 2)

Course Description:

This course provides an in-depth treatment of research on consumer information processing, especially research on consumer judgment and decision making. Components of theory addressed include: attention and perception, motivation, processing capacity, encoding and memory storage, retrieval and decision processes. Applications to consumer policy and strategies are also discussed.

The purpose of this course is to expand and enrich your understanding about theory-based research in consumer behaviour. Building on the knowledge and skills you learned in Fundamentals of Consumer Behaviour and Research Methods, this course will provide an in-depth analysis of consumer judgment and decision making from a **theoretical** standpoint.

Main course objectives include the following:

- 1) to gain understanding of advanced theories and concepts in consumer behaviour research,
- 2) to understand the process of conducting consumer research and reporting empirical findings in the form of research articles,
- 3) to critically interpret research findings reported in academic journal articles and to appreciate the value of academic research to the public,
- 4) to apply consumer behaviour concepts and theories to real world phenomena and develop solutions to pressing consumption issues,
- 5) to generate your own research questions and design an empirical study to test them.

The knowledge and skills you will obtain in this course will be indispensable for your later career in marketing and consumer research and practices.

Students are expected to **study about 6-8 hours each week** regarding this course.

Prerequisites: MCS*2600 (Fundamentals of Consumer Behaviour) and MCS*3030 (Research Methods)

Course Format

This course consists of introductory lectures, group presentation of articles, discussion of findings from the articles as well as group presentation of application exercises.

The mainstay of this course is **reading academic articles** in the field of consumer behaviour, critically reflecting on hypotheses, methods, and findings of the articles, presenting and discussing findings from the articles. Students are expected to do the required readings before coming to class each week.

In this course, the role of the instructor is restricted to giving an overview of the material, facilitating the discussion, and resolving unclear points.

Students will have the opportunity to apply the concepts discussed in the lectures by completing several individual assignments that involve survey investigations and library work. Students will find these application exercises useful to their learning as well as skill-building. Class discussions will be partly based on these assignments.

Online communication

Course materials will be posted in the courselink website, where you will find course reminders and updates as well: <https://courselink.uoguelph.ca/shared/login/login.html>

I do not usually check emails more than once a day. Thus, you can expect a response from me within 24 - 48 hours.

Evaluation

Individual components (76%)

Quiz #1	5%
Quiz #2	7%
Midterm #1	20%
Midterm #2	20%
Discussion preparation assignments	16%
Article quizzes	8%

Group components (24%)

Article Presentation	9%
Application Exercise	5%
Short Research Proposal	10%

Note: No make-up will be offered for missed exams and quizzes.

Class Schedule

Wk#	Date	Topics	Articles to be read pre-class*	Application Exercises
1	Jan 7	Course overview Group formation and assignments of articles		
1	Jan 9	Academic research on consumer behaviour Review of Basic Methodologies I		
2	Jan 14	Review of Basic Methodologies II		
2	Jan 16	Read Article #0 for this class (Read the paper entitled “How to read academic journal article” as well)	#0	
3	Jan 21	Consumer Attitudes	#1	#1
3	Jan 23		#2	
4	Jan 28	Exposure, Attention, and Perception	#3	#2
4	Jan 30		#4	
5	Feb 4	Quiz I		#3, #4
5	Feb 6	Consumer Memory	#5	
6	Feb 11	Consumer Judgment	#6	#5
6	Feb 13	No class (preparation for exam 1)		
7	Feb 25	No class (See below for alternative activities)		
7	Feb 27	Decision making	#7	
8	Mar 4	Prospect theory and Mental accounting	#8	#6
8	Mar 6		#9	
9	Mar 11	TA will be covering this class	Submit #10 write-up	#7, #8, #9
9	Mar 13	Quiz II Guest lecture		
10	Mar 18	Miscellaneous topics	#10 (to be presented)	#10
10	Mar 20	Miscellaneous topics	#11	#11
11	Mar 25	Miscellaneous topics	#12	#12
11	Mar 27	No class (preparation for exam 2)		
12	Apr 1	Feedback to the Short Research Proposal		
12	Apr 3	Feedback to the Short Research Proposal		

* Write-ups for each article are due on the same day and must be submitted in class unless otherwise stated (i.e. Article #10).

Exam 1 will be offered on Feb 13 Wednesday 5:30-6:50 pm (location: THRNB 1200).

Exam 2 will be offered on March 27 Wednesday 5:30-6:50 pm (location: THRNB 1200).

Alternative activities in place of Feb 25th in-class time: Watch the following Ted talks before attending Feb 27th class (to be tested in the exam)

http://www.ted.com/talks/barry_schwartz_on_the_paradox_of_choice.html

http://www.ted.com/talks/dan_ariely_asks_are_we_in_control_of_our_own_decisions.html

http://www.ted.com/talks/daniel_goldstein_the_battle_between_your_present_and_future_self.html

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) and discuss their situation with the instructor, Program Counsellor or Academic Advisor as appropriate.

Independent work is required on all individual assignments; Read the definition of academic misconduct and what constitutes academic misconduct in the online undergraduate calendar.

You are required to complete the on-line **academic integrity module**, which is embedded in the courselink. Please complete this module **by January 14th**.

Religious Holidays:

Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate

arrangements can be made. For further information see

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

Textbook

Even though no textbook is required, you are encouraged to consult with a textbook on consumer behaviour whenever you feel you are not knowledgeable about concepts and theories. You can either use the Consumer Behaviour textbook from MCS*2600 (Fundamentals of Consumer Behaviour) or buy this textbook: *Wayne D. Hoyer and Deborah J. MacInnis (2004), Consumer Behavior, 3rd edition, Houghton Mifflin*. The latter is an advanced level textbook, and thus will help you gain a detailed understanding of important topics. This book is on reserve in the campus library.

Quiz 1 (based on Research Methodologies)

Sound understanding of experimental research methodology is *required* for taking this course. A brief review of research methodologies will be offered in the first two classes. You are encouraged to consult with a marketing research textbook (chapters on experimental design and ANOVA) or on-line resources (e.g.,

http://www.weibull.com/doewebcontents.htm#Analysis_of_Experiments).

Quiz 2 (based on lectures and application exercise presentations)

Your understanding of lecture materials and application exercise presentations (up to #9) will be tested.

Presentation of Articles

You are requested to form a group of up to **three** students by the first week of the semester. Each group will be presenting one of the papers in the following list.

Articles will be assigned on a first come-first served basis in the first week of the semester. All papers can be found in the referenced journal online or at the library. Each group is required to **read** the article, **summarize** it, **critique** it, and **interpret** its marketing implications for the class.

The class presentation should cover the following:

- a. Opening vignette and/or Mini-experiment that help introduce the main research idea (**required**)
- b. Previous research on the main research question
- c. Major research questions that the article raises and attempts to answer
- d. Specific hypotheses to be tested
- e. An overview of empirical studies
- f. Research methodology and procedures of empirical research
- g. Results and interpretation of tables and charts (hypothesis testing)
- h. Marketing implications

* Presentation of Article **#0** does not follow this format.

Tips for paper presentation:

- a. Begin to read the paper early and do brainstorming well at least two weeks ahead.
- b. Prepare a presentation using a computer program (e.g., MS Powerpoint) and bring an

electronic copy of the presentation to the professor **at least two days ahead** of the presentation.

- c. Make believe that you are presenting the paper as co-authors of the paper.
- d. The presentation should be **35-40 minutes** (including the time for leading class discussion). **Penalty will be levied if it exceeds 40 minutes.**
- e. Each group member is required to participate in the presentation, and transition among members must be well coordinated.
- f. You are expected (almost required) to **elicit audience participation frequently** during the presentation (i.e., **every five minutes**). This is to ensure that article presentations become interactive and that audience students are following the group presentation.
- g. You must incorporate “**discussion preparation questions**” into your presentation. Challenge the audience to answer these questions at multiple points during the presentation, and then present your own answer.
- h. It is **required** that each group meet me for 20 minutes **well ahead of the presentation. If you are presenting on Monday, you should meet me on the previous Wednesday** (preferably in my office hours). **If you are presenting on Wednesday, you should meet me on Monday of the same week** (preferably in my office hours).
During this meeting, you will give a rundown of your presentation slides, which must be prepared for a mock presentation. I will field several questions about the articles, and **your preparedness will be evaluated**. Feedback will be provided so that you can change your presentation accordingly. The purpose of this interview is to improve the quality of your presentation.

Refer to Appendix 1 for the form that will be used to evaluate group presentations.

List of Articles to Be Presented

[Tip: How to search for articles]

You can search for articles below from the UG library online course reserve:

http://www.lib.uoguelph.ca/resources/course_reserves_&_e_learning/ .

Make sure that you print a PDF of each article.

Article #0 can be accessed from the courselink (D2L).

Consumer Research Experiments

Article #0

B. Sternthal, A. Tybout, and B. Calder (1995), Experimental Design: Generalization and Theoretical Explanation, in Richard Bagozzi (ed), *Principles of Marketing Research*, Blackwell Publishing, 195-223.

Motivation, Ability and Opportunity

Article #1

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)

Exposure, Attention, and Perception

Article #2

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 by everyone**: pp. 313-316 and pp. 318-321 of P. Raghurir and A. Krishna (1999), Vital dimensions in volume perception: Can the eye fool the stomach?, *Journal of Marketing Research*, 36 (3), 313-326.

Article #3

Veltkamp, M., Custers, R., & Aarts, H. (2011). Motivating consumer behaviour by subliminally conditioning in the absence of basic needs: Striking even while the iron is cold. *Journal of Consumer Psychology*, 21, 49-56.

*** The following background reading is **required by everyone**:

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

Article #4

Peetz, J. & Buehler, R. (2009). Is there a budget fallacy? The role of savings goals in the prediction of personal spending. *Personality and Social Psychology Bulletin*, 35, 1579-1591.

Background reading for the **presentation group**:

Buehler, R., Griffin, D., & Ross, M. (1999). Exploring the planning fallacy: Why people underestimate their task completion times. *Journal of Personality and Social Psychology*, 6, 366-381.

Consumer Attitudes

Article #5

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.

*** Before reading this paper, familiarize with the **Implicit Association Test (IAT)** by trying out at least two IAT tasks available at <https://implicit.harvard.edu/implicit/>.

Background reading **for the presentation group**:

Frederic Brunel, Brian Titje, and Anthony Greenwald (2004), "Is the Implicit Association Test a valid and valuable measure of implicit consumer social cognition?" *Journal of Consumer Psychology*, 14 (4), 385-404.

*** You may skip the section on *Validity and Psychometric Issues* (pp. 390-391).

Judgment and Inferences

Article #6

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

Article #7

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.

Decision Making

Article #8

Sheena S. Iyengar 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.

Watch Iyengar's Ted talk:

http://www.ted.com/talks/sheena_iyengar_on_the_art_of_choosing.html

Article #9

Vohs, Kathleen D. and Ronald J. Faber (2007), "Spent Resources: Self-Regulatory Resource Availability Affects Impulse Buying," *Journal of Consumer Research*, 33 (March), 537-547.

Article #10

Wilson, Lisle, Schooler, Hodges, Klaaren, and LaFleur (1993), "Introspecting about reasons can reduce post-choice satisfaction," *Personality and Social Psychology Bulletin*, 19(3), 331-339.

*** The following background reading is **required**: Wilson and Schooler (1991), "Thinking too much: Introspection can reduce the quality of preferences and decision," *Journal of Personality and Social Psychology*, 60, 181-192. (**Do not need to read Experiment 2**)

Post-decision Processes

Article #11

Daniel T. Gilbert and Jane E. J. Ebert (2002), Decision and Revisions: The affective forecasting of changeable outcomes, *Journal of Personality and Social Psychology*, 82 (4), 503-514.

Watch Dan Gilbert's Ted talk:

http://www.ted.com/talks/dan_gilbert_researches_happiness.html

Behavioural Decision Theory

Article #12

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

*** The following background reading is **required**: Geier, A., Wansink, B., & Rozin, P. (2012) Red potato chips: Segmentation cues can substantially decrease food intake. *Health Psychology*, 31, 395-401.

**** References for prospect theory and mental accounting (available in the library online reserve)**

Soman, D. (2008) Framing, Loss Aversion, and Mental Accounting, in Blackwell *Handbook of Judgment and Decision Making* (eds D. J. Koehler and N. Harvey),

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

Short Research Proposal

Each group will submit a Short Research Proposal by **April 8th Monday noon**. The purpose of this proposal is to help you extend a theory and/or an important concept you learned in this course to a new direction. This year, I would like you to write a research proposal about how a consumer behaviour theory can be used to help consumers eat more healthy foods, especially fruits, vegetables, and/or whole grain.

Basically, you are to come up with a couple of testable hypotheses about how the consumption and/or purchase of healthy foods may increase if more than one independent variables are manipulated in a field or lab experiment.

Step 1:

Reread the article that your group presented or will present. Brainstorm with your group members about how the gist of the theory and/or concept can be extended to a new direction or applied to a unique consumption situation. Come up with several ideas, and try to run them by me in my office hours well in advance.

Look up 2-3 recent academic articles related to your research question (The easiest way is to look up articles that cited the key paper in the library search engine or Google Scholar.) Summarize the most important findings from these papers and appreciate how your original idea is similar to but different from them.

The most important thing is that this has to be your ORIGINAL idea extended from the article, not a pick-up from business magazines or other sources. For whom and/or why is this research question important?

Write a three page summary of your research question and testable hypotheses and submit it to me **by Feb 27 in class**.

** Important: Use double space and the 12 Times New Roman font (1 inch Margin in all directions).

Step 2:

Prepare a 7- page research proposal (plus the cover page).

- (a) Page 1-2: Explain the motivation of the research (i.e., why this is an important research question) and situate your research question in previous research (i.e., how your research question is different from and extends previous research).
- (b) Page 3-4: State your research question and the rationale for this question. Propose specific 1-2 testable hypotheses (i.e., why this predicted finding is likely to be obtained).
- (c) Page 5-6: Describe the experimental design you need to test your hypothesis. Make sure you clearly specify the overall experimental design. For example, you can specify a 2 (independent variable X1: high vs. low) * 2 (independent variable X2: high vs. low) factorial design. You also need to clearly describe how you will manipulate or measure independent variables and how you will assess a dependent variable (e.g., choice, attitude, memory, etc.).
- (d) Page 7: Describe how the results of this experiment will look like, using either a table or graph.
- (e) References (Follow the APA format:

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

** Important: Use double space and the 12 Times New Roman font (1 inch Margin in all directions).

Class Participation

Students are expected to attend all the classes. In addition, students are expected to have read the *articles* before coming to each class. Your preparation for class is essential in actively learning the class material. Otherwise, listening to group presentations will not help you fully understand the papers. Midterm exams 1 and 2 will include a number of questions regarding the articles.

Discussion Preparation Questions

I will post questions for each article on the courselink in order to encourage students' careful reading of articles (<http://courselink.desire2learn.com/>). Each student is required to submit a write-up that provides his/her answer to these questions for **at least 8** articles. In other words, you can skip two write-ups from the set of Articles #1~6 and skip two write-ups from the set of Articles #7~#12.

Typical questions will ask you to identify major hypotheses, to locate incremental contribution of the article over and beyond previous research, to interpret tables and figures and determine whether hypotheses are accepted, and to explore practical implications of the article.

This assignment is **a great way of preparing for the mid-terms** because these questions will be used in the Exams 1 and 2.

These assignments must be submitted **IN CLASS IN PERSON on the due dates specified**. **Late submission will neither be accepted nor graded**. Please do not forget to **staple** your assignment if it is more than one page. **NO E-MAIL SUBMISSION!**

At the end of the semester, I will use **top 8 assignment grades** to calculate your final grade (8 assignment grades by 2% = 16%). However, you are not supposed to submit the assignment for the article your group is presenting.

Please be advised that **copying each other's answer is considered a serious plagiarism**. You will receive zero grade at the first offence, which will not be replaced by a higher mark on other write-ups. At the second offence, will receive zero for the entire discussion questions.

Article Quizzes

In order to ensure that you pay attention to the article presentations given by your peers in class, a quiz will be taken immediately after each article has been presented. Article quizzes will consist of a small number of multiple choice and T/F questions based on the assigned article and associated discussion prep questions. We will **use top 8 quiz grades** to calculate your final grade (8 quiz grades by 1% = 8%). The quiz grade for the article your group presented will **NOT** be included in the top 8 ones. **If you miss a quiz, there is no way for you to make up!**

Mid-term exams 1 and 2

Your understanding of lectures, application projects, article reading and discussion will be

essential to the exams.

Application Exercises

Each group is required to sign up for **one** assignment from a choice of 12 application exercises. Exercises will be assigned on a first-come, first-served basis. Each group is asked to present the results of application exercises for **WITHIN 20 minutes**. It is important to elicit **audience participation multiple times** and make the presentation **interactive**. Use of **visual cues** (e.g., print ads, commercials available on the web, product and company logos, actual products, etc.) is strongly recommended.

For #1-#5, please read the related chapter of the Hoyer and MacInnis textbook and get acquainted with terminologies and theories.

Refer to Appendix 2 for the form that will be used to evaluate application exercise presentations.

List of Application Exercises

#1. MAO in retail stores

Visit a local mall and a super store, and find examples of marketing efforts that relate to consumers' motivation, ability, and opportunity to acquire products and services (Read the Chapter 3 thoroughly to learn about consumer MAO). Things you may want to start with include point-of-purchase displays, unique packaging, interactive devices, etc. Discuss how different retailers use or fail to use principles of consumer MAO to market their products and services. In doing so, you may want to find answers to these questions: (a) How do retailers attempt to market and advertise products and services associated with risk (e.g., safety risk, social risk, etc.)? How do consumers seem to respond to these attempts?; (b) How do retailers try to increase consumers' opportunity to process marketing information?; (c) How do retailers try to increase consumers' ability to process marketing information?; (d) How do retailers try to make their retail environments involving to customers?

#2. Exposure, attention, and perception in retail stores

Visit two outlets where foods and/or drinks are served. Preferably the two stores are (potential) competitors to each other but differ in the atmosphere. Identify what in each store attracts your attention.

- a. Use the principles discussed in the Hoyer and MacInnis textbook to describe aspects of the two stores related to attention. What captures your attention? What does not get your attention but should? How could the retailer make changes that would increase consumers' attention to the relevant object? Compare the two stores in providing your analysis.
- b. Use the principles discussed in the Hoyer and MacInnis textbook to describe perceptual aspects of the store. How does this retailer use sounds, colors, and smells to affect consumers' moods? Which sounds, smells, and colors encourage ordering and eating? Which discourage? Which of the latter should be changed? How? Be sure to provide detailed marketing tactics to improve exposure, attention, and perception.

#3. Factors that elicit central route processing of ads

For detailed information on Theory of Reasoned Action model, browse www.ciadvertising.org/sa/spring_03/382j/levina/introduction.html. (Do not spend time presenting this material. It's supposed to be a background reading.)

Then consider the four multi-attribute marketing strategies for changing consumer attitudes (Refer to pp.138-139 of the Hoyer and MacInnis textbook).

Analyze a number of advertisements, searching for instances of each strategy. Clip out two examples of each. Briefly explain your rationale and how effective you judge each ad to be.

#4. Peripheral vs. central attitude formation and change

Try to find as many print ads and commercials as possible for one industry. Many companies put their commercials on the websites. Then select five ads that you think are good examples of the use of peripheral attitude change strategies and explain why they are successful. Refer to the Hoyer and MacInnis textbook about what constitutes peripheral route processing. Finally, find five ads that use central attitude change strategies. Compare examples of peripheral attitude change strategies with examples of central attitude change strategies, and discuss major differences between them.

#5. Just noticeable difference & Perceptual organization principles

(A) Identify as many examples as you can in which marketers want consumers to perceive a just noticeable difference between their product and a competitor's, or between an old product and a new one. Also, find examples in which marketers do not want consumers to perceive such a difference. Consider not only visual aspects of the product or service, such as how big or small it is, but other perceptual differences as well (how it tastes, feels, smells, sounds).

(B) Find two marketing examples for each of the following principles: the principle of figure and ground, the principle of closure, and the principle of grouping. Examples can be drawn from advertising, product display, product packaging, etc.

#6. Consumer Memory Distortion

Summarize the following articles and devise a couple of marketing strategies on how findings on memory distortion can be applied to consumer behaviour and marketing.

Braun, K., Rhiannon, E. & Loftus, E. F. (2001). Make my memory: How advertising can change our memories of the past. *Psychology and Marketing*, 19 (1), 1-23.

Braun-LaTour, K.A., LaTour, M.S., Pickrell, J.E., Loftus, E.F. (2004). HOW AND WHEN ADVERTISING CAN INFLUENCE MEMORY FOR CONSUMER EXPERIENCE. *Journal of Advertising*, 33 (4), 7-25.

#7. Sense of Smell

Do the following background readings and summarize important findings:

R.W. Holland, M. Hendriks, and H. Aarts (2005), Smells like clean spirit: Nonconscious effects of scent on cognition and behaviour. *Psychological Science*, Vol. 16, Issue 9, 689-693.

Linda Tischler (2005), Smells like brand spirit. *Fast Company*, Issue 97, August, p. 52 (Accessible online: http://www.fastcompany.com/magazine/97/brand-spirit_Printer_Friendly.html)

T. Grose, That odd smell may be your E-mail. *U.S. News and World Report*, August 6th, Vol. 131, Issue 5, p.33.

http://www.profumo.it/perfume/olfactory_communication/olfactory_psychology.htm

<http://users.rcn.com/jkimball.ma.ultranet/BiologyPages/O/Olfaction.html>.

Based on understanding the above materials, try to explore and report two marketing applications of smell. You need to present two separate cases of state of the art usage of smell. Use commercial and library search engines to find relevant information.

#8. Sense of Touch

Do the following background readings and summarize important findings:

N. Guéguen & C. Jacob (2006), The Effect of Tactile Stimulation on the Purchasing Behaviour of Consumers: An Experimental Study in a Natural Setting. *International Journal of Management*, Vol.23, Issue 1, p.24-33.

J. Thilmann (2003), "A touching sensation," *Mechanical Engineering*, Vol. 125, Issue 11, pp.30-32.

<http://www.informit.com/articles/printerfriendly.asp?p=345621>

<http://www.memagazine.org/backissues/nov03/features/touching/touching.html>

<http://crm-daily.newsfactor.com/perl/story/17357.html#story-start>

<http://www.immersion.com/industrial/haptics.php>.

M. Johnson (2006), Science of feel: Design shift. *Automotive Body Repair News*, Vol. 45, Issue 6, p.70.

Based on understanding the above materials, try to explore and report two marketing applications of touch (i.e., haptics). You need to present two separate cases of state of the art usage of touch. You may start with exploring the Immersion corporation (<http://www.immersion.com>) and Atrua's Wings technology (<http://www.atrua.com>). Also, use commercial and library search engines to find relevant information.

#9. Portion size and unit bias

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.

Rozin, P., Kabnick, K., Pete, E., Fischler, C., & Shields, C. (2003). The ecology of eating: Part of the French paradox results from lower food intake in French than Americans, because of smaller portion sizes. *Psychological Science*, 14, 450–454.

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.

#10. Forecasting of satisfaction & preference

Summarize the following articles and interview and discuss implications of this research for consumers and public policy.

John Gertner (2003), The futile pursuit of happiness. *New York Times*, 7 Sep., p. SM44.

(Also available here: http://behaviorhealth.org/futile_pursuit_of_happiness.htm)

T. D. Wilson & D. T. Gilbert (2005), Affective Forecasting: Knowing What to Want. *Current Directions in Psychological Science*, 14 (3), 131–134

Also, read the following interview with Dr. Gilbert:

http://www.edge.org/3rd_culture/gilbert06/gilbert06_index.html

http://www.edge.org/3rd_culture/gilbert03/gilbert_index.html

#11. Power of the default option and decision making

Summarize the following papers and discuss implications for marketers, consumers and policy makers.

Goldstein, Johnson, Herrmann, & Heitmann (2008), Nudge your customers toward better decisions, *Harvard Business Review*, December, 99-104.

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

#12. Fighting mindless eating

Summarize the following articles and discuss implications for consumers and businesses that market healthy foods and healthy food-related services:

Wansink, B., & Sobal, J. (2007). Mindless Eating: The 200 Daily Food Decisions We Overlook. *Environment and Behavior*, *39* (1), 106-123.

Sobal, J. & Wansink, B.(2007). Kitchenscapes, Tablesapes, Platescapes, and Foodscapes: Influences of Microscale Built Environments on Food Intake *Environment and Behavior*, *39*, 124-142.

Wansink, B. & Huckabee (2005). Demarketing Obesity. *California Management Review*, *47* (4), 1-13.

**** Peer Evaluation**

You will have the opportunity to evaluate your group member's contribution to the group work at the end of semester. This also means that your contribution will be evaluated by your peers. If it turns out that your contribution is substantially lower than your peers', you may not receive full credits for group work. If you have difficulty working with your group members during the semester, you are encouraged to meet the professor in person in office hours. (Do not use email for this purpose.)

**** Course Evaluation**

Course and instructor evaluation will be handled via a separate Courselink site during the last 2 weeks of the semester.

This course follows the University grading scheme outlined in the University Calendar:

A+	90-100%	Excellent: An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.
A	85-89	
A-	80-84	
B+	77-79	Good: A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.
B	73-76	
B-	70-72	
C+	67-69	Acceptable: An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.
C	63-66	
C-	60-62	
D+	57-59	Minimally acceptable: A barely adequate performance in which the student

D	53-56	demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.
D-	50-52	
F	0-49	Fail: An inadequate performance.

Code of Conduct – The Top Ten

As a student in the Department of Marketing and Consumer Studies, College of Management and Economics at the University of Guelph, you are a member of a scholarly community committed to improving the effectiveness of people and organizations, and the societies in which they reside, through groundbreaking and engaging scholarship and pedagogy. We seek to promote a comprehensive, critical and strategic understanding of organizations, including the complex interrelationship between leadership, systems (financial and human) and the broader social and political context. And, we prepare graduates for leadership roles in which organizational objectives, self-awareness, social responsibility and sustainability are primary considerations.

In keeping with this commitment, we expect all of our students (indeed – all members of our community) to act in a professional and respectful manner to fellow students, staff and faculty, as well as to members of the broader university and local community. This expectation is very much in keeping with your preparation for a professional career.

The following conduct is expected of all of our students:

1. Come to class **prepared to learn** and actively participate (having completed assigned readings, learning activities etc.).
2. **Approach your academic work with integrity (avoid all forms of academic misconduct).**
3. Arrive on time and stay for the entire class. If you happen to be late, enter the classroom as quietly as possible. At the end of class, apologize to the faculty member for the interruption. If you have to leave class early, alert the faculty member in advance.
4. If you know in advance that you are going to miss a class, **send an email to the faculty member** letting him/her know that you will be absent, with a brief explanation.
5. While in class, **refrain from using technology** (e.g., **the Internet, computer games, cell phone**) that is not relevant to the learning activities of that class. **Turn off your cell phone at the start of each class. The use of laptops is allowed only when you use it to take notes of the class materials.**
6. Listen attentively and respectfully to the points of view of your peers and the faculty member. **Don't talk while others have the floor.**
7. Raise your hand when you wish to contribute and wait to be called upon. Challenge others appropriately, drawing on reason and research rather than unsubstantiated opinion, anecdote and/or emotion. Keep an open mind and be prepared to have your point of view challenged.
8. When sending emails to faculty, apply principles of business writing; use **a professional and respectful style** (use a formal salutation, check for spelling and grammatical errors, and avoid slang and colloquial short forms).
9. When making a presentation, wear business (or business casual) dress.
10. Provide thoughtful feedback at the completion of all courses (we are committed to continuous improvement but need your input to help us decide what to focus on).

Appendix 1
Article Presentation Evaluation Form

Date:

Title of the presentation:

Presenters:

For each of the following categories, please circle the response which best describe how well this group performed in their presentations:

	Poor	Fair	Good	Very Good	Excellent
1. Preparedness for the pre-presentation interview (15 points)	1	2	3	4	5
2. Mini-experiment: Was it well thought out and did it enhance the audience's understanding of the main research idea? (10 points)	1	2	3	4	5
2. Clarity of research objectives and hypotheses of the study (10 points)	1	2	3	4	5
3. Clarity of explaining study methodology and interpretation of results (10 points)	1	2	3	4	5
4. Clever and/or informative use of visual cues (10 points)	1	2	3	4	5
5. Well-planned coordination among group members during the presentation (not a patch of individual presentations) (10 points)	1	2	3	4	5
7. Interactive presentation (including eliciting audience participation at multiple points during the presentation) (10 points)	1	2	3	4	5
8. Leading class discussion based on discussion preparation questions (20 points)	1	2	3	4	5

Overall grade: _____

** Penalty is applied if the presentation exceeds the time

Appendix 2
Application Exercise Evaluation Form

Date:

Title of the presentation:

Presenters:

For each of the following categories, please circle the response which best describe how well this group performed in their presentations:

	Poor	Fair	Good	Very Good	Excellent
Clarity of explaining objectives of the exercise and summarizing main findings (20 points)	1	2	3	4	5
Clever and/or informative use of visual cues (10 points)	1	2	3	4	5
Well-planned coordination among group members during the presentation (not a patch of individual presentations) (10 points)	1	2	3	4	5
Interactive presentation (including eliciting audience participation at multiple points during the presentation) (10 points)	1	2	3	4	5

Overall grade: _____