

### Consumption Behaviour Theory I -MCS6000 Course Syllabus

**Instructor:** Dr. Lefa Teng  
MINS 213 A  
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**Seminar Time:** 6:00 pm to 9:00 pm, Thursday

**Office Hours:** By appointment

**Readings:** Readings available from the instructor

#### Description

This course provides an overview of theory and research in consumer behavior. The topics covered in this seminar should be of interest to doctoral students studying in Business, Psychology, Organization Behavior, and Marketing.

The seminar will try to impart an appreciation of how people engage in when choosing, using and disposing of goods and services. One of the best ways for doctoral candidates to understand a research area is to critically review articles describing research in that area. While less efficient than following a textbook, the approach provides a deeper understanding of specific issues, a better appreciation of the research process, and stronger training in research skills than the textbook approach. So the seminar will consist primarily (though not exclusively) of a discussion of key articles on each topic. Students will be challenged to review these articles. The class discussion will evaluate the articles and the reviews. The instructor will provide his perspective on the articles and the direction of research. Articles in italics are for background reading but not for review.

#### Goals

The primary course objectives are but not limited to the following:

- To equip students with abilities to conceptualize, design and implement original consumer behavior research.
- To expose students to research in key substantive and methodological issues in the area of consumer behavior.
- To familiarize students with findings in the area.
- To enable students to identify opportunities to advance theories and innovate methodologies.

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### **.Method**

The sessions will involve a discussion of the 4-5 readings assigned for the day. On each session, three students will each be responsible of initiating the class discussion on 4-5 thought questions by (1) circulating a two-page summary of their point of view by email before class (**deadline at 4pm Wednesday, the day before class**) and (2) exchanging with the seminar discussants on the basis of this point of view. Students must participate constructively in the discussion on every reading, even if they are not responsible for the review.

### **Review**

The two-page review should cover: 1) Summary of article, 2) major strengths, 3) major weaknesses and 4) suggestions for improving the article.

### **Attendance**

Students need to attend all sessions punctually.

### **Organization**

An overview of each session will be provided in advance with a set of 4 or 5 thought questions around which readings and class discussions are organized (50-60 minutes). After 10 minutes break, the course follows a seminar format. Each of three students presents one article (15-20 minutes) and then leads the class discussions (10-15 minutes). Each participant is expected to contribute in an informed, thoughtful, critical, and innovative manner. The success of the seminar relies heavily on the participants' knowledge about each discussion topic. Therefore, it is critical that the readings be made and thought about before each discussion.

### **Components of Course Grade**

Class participation	10%
Seminar Leadership (3 papers x10/each)	30%
Mid-test in class	15%
Proposal of Term Paper	5%
Term Paper (oral presentation)	10%
Term Paper (written presentation)	30%

#### ***Class Participation***

You will be assessed for your contribution to the discussion of course concepts from all required readings on a weekly basis. It is your responsibility to be prepared for each session according to the class outline. Each of you is expected to contribute to class discussion. If you are unable to attend a particular session, please inform the instructor as early as possible.

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Tips for class participation:

- ▶ Take brief notes on major issues covered in the assigned readings
- ▶ Regularly use library databases or other sources to find the latest, relevant examples, events, implications, etc.
- ▶ Think of questions of interest
- ▶ Be confident to talk

### *Seminar Leadership*

Students are required to conduct a 15-20 minute presentation to the class and lead the class discussion using handouts or transparencies on one pre-assigned article. Each assigned article with “\*” mark must be thoroughly reviewed by one student, who will prepare a written review (not to exceed five typewritten pages), and present it to the class. The scope of the review must include:

1. A summary of the conceptual development of the paper, research methodology, major findings and conclusions;
2. An evaluation of the conceptual (e.g., major contributions of the article), and the methodological (e.g., anything new and interesting, as well as major flaws or weakness) aspects of the paper; and
3. Some recommendations for improvement or future research

The other students must be prepared to critique the presentation and provide their own suggestions.

### *Term Major Theory Paper*

Term paper consists of an in-depth study of a very specific topic within the general area of consumer behavior. The study must focus on an area that currently requires new research and fresh ideas.

The paper should include the following components:

- (a) Thorough 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 following schedule must be adhered to by every student:

- a. Submit the subject to the professor for approval (1 paragraph, typewritten).

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- b. Submit the final paper. The paper must be typewritten, double-spaced with 1 inch margins, and contain a maximum of 25 pages of text a 12-point typeface (not including the bibliography). There is no limit on the number of exhibits.

### *Oral Presentation*

You will be required to present your paper to the class in a 20-25 minute presentation. Presentations are scheduled for Sessions 11 and 12. All participants are required to attend the presentation sessions. Failing to attend will result in a penalty.

### **WEEKLY SCHEDULE:**

<b>Session</b>	<b>Topic</b>
1	Basic Paradigms in Consumer Research
2	Motivation, Perception, Learning and Memory
3	Affect/Emotions and Cognition
4	Message Framing and Information Processing
5	Attitude Formation and Change (sunk costs)
6	Test in class
7	Judgment and Decision Making
8	Self-affirmation and compensatory consumption
9	Luxury Brands and Counterfeit Luxury Brand Purchase Behaviors
10	Charitable/donation behaviors
11	Term Paper Presentations
12	Term Paper Presentations

### **LIST OF READINGS**

#### **Session 1 Basic Paradigms in Consumer Research**

1. Baumgartner, Hans (2002), "Toward a Personology of the Consumer," *Journal of Consumer Research*, 29(September), 286-292.
2. Calder, Bobby J. and Alice Tybout (1987), "What Consumer Research Is," *Journal of Consumer Research*, 14 (June), 136-140.
3. Holbrook, Morris B. (1987), "What is Consumer Research?" *Journal of Consumer Research*, 14 (June), 128-132.
4. Kernan, Jerome (1987), "Chasing the Holy Grail: Reflections on 'What is Consumer Research?'" *Journal of Consumer Research*, 14 (June), 133-135.
5. Lehmann, Donald R. (1999), "Consumer Behavior and Y2K," *Journal of Marketing*, 63 (Special Issue), 14-18.

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6. Zaltman, Gerald (2000), "Consumer Researchers: Take a Hike!" *Journal of Consumer Research*, 26(March), 423-428.

### **Session 2 Motivation, Perception, Learning and Memory**

1. \*Aaker, Jennifer, Kathleen D. Vohs and Cassie Mogilner (2010), "Nonprofits Are Seen as Warm and For-Profits as Competent: Firm Stereotypes Matter," *Journal of Consumer Research*, 37 (August), 224-237
2. Bagozzi, Richard P. and Utpal Dholakia (1999), "Goal Setting and Goal Striving in Consumer Behavior," *Journal of Marketing*, 63 (Special Issue), 19-32
- 3.\* Braun, Kathryn A. (1999), "Postexperience Advertising Effects on Consumer Memory," *Journal of Consumer Research*, 25 (March), 319-334
- 4.\* Celsi, Richard L. and Jerry C. Olson (1988), "The Role of Involvement in Attention and Comprehension Process," *Journal of Consumer Research*, 15 (September), 210-224
5. Hawkins, Scott and Stephen J. Hoch (1992), "Low Involvement Learning: Memory without Evaluation," *Journal of Consumer Research*, 19 (2), 212-225.
6. Irmak, Caglar, Beth Vallen and Sankar Sen (2010), "You Like What I like, but I Don't Like What you Like: Uniqueness Motivations in Product Preferences," *Journal of Consumer Research*, 37 (October), 443-455
7. Shapiro, Stewart and Mark T. Spence (2002), "Factors affecting encoding, retrieval, and alignment of sensory attributes in a memory-based brand choice task," *Journal of Consumer Research*, 28 (March), 603-617

### **Session 3 Affect/Emotions and Cognition**

1. \*Anand Keller, Punam and Lauren Goldberg Block (1995), "Increasing the Persuasiveness of Fear Appeals: The Effect of Arousal and Elaboration," *Journal of Consumer Research*, 22 (March), 448-459.
2. \*Andrade, Eduardo B. and Teck-Hua Ho (2009), "Gaming Emotions in Social Interactions," *Journal of Consumer Research*, 36 (December), 539-552.
3. \*Laran, Juliano (2010), "Choosing Your Future: Temporal Distance and the Balance between Self-Control and Indulgence," *Journal of Consumer Research*, 36 (April), 1002-1015.
4. Morrin, Maureen and S. Ratneshwar (2003), "Does It Make Sense to Use Scents to Enhance Brand Memory?" *Journal of Marketing Research*, 40 (February), 10-25.
5. Peck, Joann and terry Childers (2003), "To Have and To Hold: the Influence of Haptic Information on Product Judgments," *Journal of Marketing*, 67 (April), 35-48.

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6. Pham, Michel (1998), "Representativeness, Relevance, and the Use of Feeling Consumer Decision Making," *Journal of Consumer Research*, 25 (2), 144-159.
7. \*Shiv, Baba and A. Fedorikhin (1999), "Heart and Mind in Conflict: The Interplay of Affect and Cognition in Consumer Decision Making," *Journal of Consumer Research*, 26 (3), 278-292.
8. Yorkston, Eric and Geeta Menon (2004), "A Sound idea: Phonetic Effects of Brand Names on Customer Judgment," *Journal of Consumer Research*.

### **Session 4 Message Framing and Information Processing**

1. \*Aaker, Jennifer and Angela Lee (2001), "'I' seek Pleasure and 'We' Avoid Pains: The Role of Self-Regulatory Goals in Information Processing and Persuasion," *Journal of Consumer Research*, 28 (June), 33-49.
2. \*Lee, Angela and Jennifer Aaker (2004), "Bring the Frame into Focus: the Influence of Regulatory Fit on Processing Fluency and Persuasion," *Journal of Personality and Social Psychology*, 86(2), 205-218.
3. Levin, Irwin P., Sandra L. Schneider, and Gary J. Gaeth (1998), "All Frames Are Not Created Equal: A Typology and Critical Analysis of Framing Effects," *Organizational Behavior and Human Decision Processes*, 76 (2), 149-88.
4. Rothman, Alexander J. and Peter Salovey (1997), "Shaping Perceptions to Motivate Healthy Behavior: The Role of Message Framing," *Psychological Bulletin*, 121 (1), 3-19.
5. Tversky, Amos and Daniel Kahneman (1981), "The Framing of Decisions and the Psychology of Choice," *Science*, 211, 453-458.
6. \*Wanke Michaela, Bohner Gerd and Jurkitsch Andreas. (1997). "There Are Many Reasons to Drive a BMW: Does Imagined Ease of Argument Generation Influence Attitude?" *Journal of Consumer Research*, 24 (September), 170-177.
7. \*Zhao, Guangzhi and Connie Pechmann (2007), "The Impact of Regulatory Focus on Adolescents' Response to Antismoking Advertising Campaigns," *Journal of Marketing Research*, 44 (November), 671-687.

### **Session 5 Attitude Formation and Change**

1. Brown, Steven P. and Douglas M. Stayman (1992), "Antecedents and Consequences of Attitude toward the Ad: A Meta-analysis," *Journal of Consumer Research*, 19 (June), 34 -51

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2. \*Han, Seunghee, Jennifer S. Lerner and Dacher Keltner (2007), "Feelings and Consumer Decision Making: The Appraisal-Tendency Framework," *Journal of Consumer Psychology*, 17 (3), 158-168.
3. Maheswaran, D. and S. Chaiken (1991), "Promoting Systematic Processing in Low Motivation Settings: The Effect of Incongruent Information on Processing and Judgment," *Journal of Personality and Social Psychology*, 61(1), 13-25.
4. \*Menon, Geeta, Lauren G. Block, and Suresh Ramanathan (2002), "We're at as Much Risk as We Are Led to Believe: Effects of Message Cues on Judgment of Health Risk," *Journal of Consumer Research*, 28 (March), 533-549.
5. \*Navarro, Anton D. and Edmund Fantino (2009), "The Sunk-Time Effect: An Exploration," *Journal of Behavioral Decision Making*, 22, 252-270.
6. Petty, Richard E., J. Cacioppo, and D. Schumann (1983), "Central and Peripheral Routes to Advertising Effectiveness: The Moderating Role of Involvement," *Journal of Consumer Research*, 10 (September).
7. \*Soster, Robin L., Ashwani Monga and William O. Bearden (2010), "Tracking Costs of Time and Money: How Accounting Periods Affect Mental Accounting," *Journal of Consumer Research*, 37 (December), 712-721.

### Session 6 Test in Class

### Session 7 Judgment and Decision Making

1. Ariely, Dan (2000), "Controlling the Information Flow: Effects on Consumers' Decision Making and Preference," *Journal of Consumer Research*, 27 (September), 233-248
- 2.\* Cooke, Alan D., Harish Sujan, Mita Sujan, and Barton A. Weitz (2002), "Marketing the Unfamiliar: The Role of Context and Item-Specific Information in Electronic Agent Recommendations," *Journal of Marketing Research*, 34 (November), 488-497
- 3.\* Kirmani, Amna, Sanjay Sood and Sheri Bridges (1999), "The Ownership Effects of Consumer Responses to Brand Line Stretches," *Journal of Marketing*, 63 (January), 88-101.
4. Mela, Carl F., Sunil Gupta, and Donald R. Lehmann (1997), "The Long Term Impact of Promotion and Advertising on Consumer Brand Choice," *Journal of Marketing Research*, 34 (May), 248-261.

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5. Myers-Levy, Joan and Prashant Malaviya (1999), "Judgment Formation and Correction Processes: An Integrative of Advertising-Persuasion Theories," *Journal of Marketing*, 63(Special Issue), 45-60
- 6.\* Shim, Soyeon, Mary Ann Eastlick, Sherry L. Lotz, Patricia Warrington (2001), "An Online Prepurchase Intentions Model: The Role of Intention to Search," *Journal of Retailing*, 77 (3), 397-416
- 7.\* Trifts, Valerie and Gerald Häubl (2003), "Information Availability and Consumer Preference: Can Online Retailers Benefit From Providing Access to Competitor Price Information?" *Journal of Consumer Psychology*, 13(1&2), 149-159

### **Session 8 Self-Affirmation and Compensatory Consumption**

1. \*Brunstein, Joachim C. and Peter M. Gollwitzer (1996), "Effects of Failure on Subsequent Performance: The Importance of Self-Defining Goals," *Journal of Personality and Social Psychology*, 70 (2), 395-407.
2. \*Gao, Leilei, S. Christian Wheeler, and Baba Shiv (2009), "The 'Shaken Self': Product Choices as a Means of Restoring Self-View Confidence," *Journal of Consumer Research*, 36 (1), 29-38.
3. \*Janiszewski, C. and Meyvis, T. (2001), "Effects of Brand Logo Complexity, Repetition, and Spacing on Processing Fluency and Judgment," *Journal of Consumer Research*, 28 (1), 18-32.
4. \*Rucker, Derek D. and Adam D. Galinsky (2008), "Desire to Acquire: Powerlessness and Compensatory Consumption," *Journal of Consumer Research*, 35 (10), 257-67.
5. Sivanathan, Niro, Daniel C. Molden, Adam D. Galinsky, and Gillian Ku (2008), "The Promise and Peril of Self-Affirmation in De-escalation of Commitment," *Organizational Behavior and Human Decision Processes*, 107 (1), 1-14.
6. Sivanathan, Niro and Nathan C. Pettit (2010), "Protecting the Self through Consumption: Status Goods as Affirmational Commodities," *Journal of Experimental Social Psychology*, 46, 564-570.
7. Tyler, James M. (2009), "Compensatory Self-Presentation in Upward Comparison Situations," *Human Communication Research*, 35 (4), 511-33.

### **Session 9 Luxury Brands and Counterfeit Luxury Brand Purchase Behaviors**

1. Bearden, William O., Netemeyer, Richard G. and Teel, Jesse E. (1989). "Measurement of Consumer Susceptibility to Interpersonal Influence," *Journal of Consumer Research*, 15(4):



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473-481.

2. Cordell, Victor V., Wongtada, Nittaya and Kieschnick, Robert L. (1996). "Counterfeit Purchase Intentions: Role of Lawfulness Attitudes and Product Traits as Determinants," *Journal of Business Research*, 35 (1): 35-41.
3. \*Han, Young Jee, Nunes, Joseph C. and Dreze, Xavier (2010). "Signaling Status with Luxury Goods: The Role of Brand Prominence," *Journal of Marketing*, 74:15-30.
4. \*Simonson, Itamar and Nowlis, Stephen M. (2000). "The Role of Explanations and Need for Uniqueness in Consumer Decision Making: Unconventional Choices Based on Reasons," *Journal of Consumer Research*, 27(1): 49-68.
5. \*Wang Jeff and Melanie Wallendorf (2006), "Materialism, Status Signaling, and Product Satisfaction," *Journal of the Academy of Marketing Science*, 34 (4), 494-505.
6. \*Wilcox, Keith., Kim, Hyeong-Min and Sen, Sankar (2009). "Why Do Consumers Buy Counterfeit Luxury Brands?" *Journal of Marketing Research* 46(2): 247-259.

### **Session 10 Charitable/Donation Behaviors**

1. \*Liu, Wendy and Jennifer Aaker (2008). The happiness of giving: The time-ask effect. *Journal of Consumer Research*, 35(October), 543-557.
2. Nelson, M. R., Brunel, F. F., Supphellen, M., & Manchanda, R. V. (2006). Effects of culture, gender, and moral obligations on responses to charity advertising across masculine and feminine cultures. *Journal of Consumer Psychology*, 16(1), 45.
3. \*Piff, Paul K., Michael Kraus, Stephane Côté and Bonnie Hayden Cheng and Dacher Keltner (2010). Having less, giving more: The influence of social class on prosocial behavior. *Journal of Personality and Social Psychology*, 99(5), 1-14.
4. \*Reed, A.,II, Aquino, K., & Levy, E. (2007). Moral identity and judgments of charitable behaviors. *Journal of Marketing*, 71(1), 178.
5. \*Winterich, Karen Page, Vikas Mittal and William T. Ross (2009), "Donation Behavior toward In-groups and Out-groups: The Role of Gender and Moral Identity," *Journal of Consumer Research*, 36(August), 199-214.

### **Session 11 Term Paper Presentations**

### **Session 12 Term Paper Presentations**

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### **Appendix One**

#### **Academic Misconduct**

Academic misconduct is broadly understood to mean offences against the academic integrity of the learning environment. This would include, but is not limited to, the following examples:

1. Copying from or using prohibited material including, but not limited to documentary, electronic equipment or other aids not approved by the instructor, in an assignment or examination.
2. Improper academic practices-this includes the falsification, fabrication or misrepresentation of material, including research results, that is part of academic evaluation, the learning process, or scholarly exchange. This offence would include the reference to resources that are known to not exist or the listing of others who have not contributed to the work.
3. Plagiarism-in the broadest sense of misrepresenting the work of others as one's own. Plagiarism specifically can be understood as: the act of copying, reproducing or paraphrasing significant portions of someone else's published or unpublished material, and representing these as one's own thinking by not acknowledging the appropriate source or by the failure to use appropriate quotation marks. These materials include: literary compositions and phrasing, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, and computer reports or software. Students have the responsibility to learn and use the conventions of documentation, and, if in any doubt, are encouraged to consult with the instructor of the course, the academic supervisor, or the department chair/director for clarification. Instructors have the responsibility of advising students in writing of any significant individual interpretations of plagiarism or of any aspects concerning paraphrasing limits or referencing formats unique to the instruction, the discipline, or the course material.

### University Grading Scheme:

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

A+	90-100%	<b>Excellent:</b> 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	<b>Good:</b> 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	<b>Acceptable:</b> 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	<b>Minimally acceptable:</b> A barely adequate performance in which the student 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	53-56	
D-	50-52	
F	0-49	<b>Fail:</b> An inadequate performance.

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**This Course Outline Is Subject to Change.**