

MCS*6000 Consumption Behaviour I

Fall 2021
0.5 Credits

General Course Information

Instructor	Juan Wang
Email	jwang25@uoguelph.ca
Office Location	MINS 202D
Office Hours	By appointment
Department/School	Marketing and Consumer Studies
Class Schedule	Monday 11:30PM – 2:20PM.
Room:	MINS 207 (or virtual)

Course Description

A review of the nature and scope of consumption behaviour and the approaches to studying the role of human consumption using the major theoretical perspectives.

Learning Outcomes

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 Assessment

Method and Timing of Evaluation

In-Class Contribution	20%
Discussion Leader	16%
Article Presentation	8%
Article Critiques	20%
Final Research Proposal	36%
Total	100%

In-Class Contribution (20% of overall grade):

Discussion is central to facilitating learning and keeping the class engaging. We will meet once a 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 all the reading assigned to the missed class. You need to convey that you have meaningfully processed the assigned reading.

Discussion Leader (16% of overall grade)

Each week, one paper will be assigned as the main discussion paper. You are expected to serve as a discussion-facilitating leader for this paper. Below, are the detailed expectations:

1. Summary of recommended materials (5 mins):

Your job in this part of the class is to provide an overview of the materials covered in all the recommended readings, especially when book chapters are included in the reading list. This is to help you practice how to synthesize reading materials.

2. Leading discussion (50 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 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 sometimes means that you need to go beyond the assigned articles. This may involve you come up with a few ideas based on the discussion paper 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 students' 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 summarize 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. If necessary, arrange a virtual meeting time with me to discuss your ideas for the class.
- c. 24 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:

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?

Article Presentation (8% of overall grade)

Once during the semester (on a day you are not a discussion facilitator), you will do presentation on an assigned paper (*The topic must be different from the one on which you facilitate class discussion*). You will do a 20 minutes presentation of the research as if it were your own, including its motivation, contribution, theory and methodology. If there are more than three studies in the assigned article, you may focus on the three most important experiments (Let's make sure that we can interpret the pattern of results).

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 (20% of overall grade; 5 critiques X 4% each)

You are required to write up 5 article critiques (from 5 different topics). Each critique is worth 4% of your overall grades. The articles selected must be **different** from the topic on which you are a discussion facilitator or do the article 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 and Presentation (28% Proposal, 8% Presentation) – Due December 15th

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. The description of your should also resemble that of a study design write-up in JCR, JCP or JMR.

Tentative Course Schedule

Session Topics (Tentative)

DATE	SESSION	TOPIC
September 13 th	1	Introduction & Perspectives on Consumer Behaviour
September 20 th	2	Perspectives on Methodology
September 27 th	3	Perception & Attention
October 4 th	4	Sensory Marketing
		Thanksgiving Holiday
October 18 th	5	Learning & Memory
October 25 th	6	Goals and Motivation
November 1 st	7	Attitude and Persuasion
November 8 th	8	Affect -- Feelings & Emotions
November 15 th	9	Consuming Experiences
November 22 nd	10	Variety Seeking Behaviour
November 29 th	11	Research Idea Discussion Session
December 3 rd	12	Final Presentation

Books (not required to purchase):

Handbook of Consumer Psychology by Curtis P. Haugtvedt, Paul M. Herr, and Frank R. Kardes, 2008.

Consumer Behaviour: Buying, Having, Being (8th ed.) by Michael Solomon, Katherine White, and Darren W. Dahl, 2019

Note: The schedule of learning activities may require modification from time to time. Any changes will be announced in class and/or on the CourseLink.

Timeline, Assigned Sessions & Readings

September 13th Session 1

Topic: Introduction and Perspectives on Consumer Behaviour

- Chapter 1: History of Consumer Psychology, Handbook of Consumer Psychology
- MacInnis Deborah J. and Valerie S. Folkes (2010), “The Disciplinary Status of Consumer Behavior: A Sociology of Science Perspective on Key Controversies,” *Journal of Consumer Research*, 36(April), 899-914.
- Inman J. Jeffrey, Margaret C. Campbell, Amna Kirmani, and Linda L. Price (2018), “Our Vision for the Journal of Consumer Research: It’s All about the Consumer,” *Journal of Consumer Research*, 44(5), 955-59.

September 20th Session 2

Topic: Perspectives on Methodology

- Morales Andrea C., On Amir, and Leonard Lee (2017), “Keeping it Real in Experimental Research – Understanding When, Where, and How to Enhance Realism and Measure Consumer Behavior,” *Journal of Consumer Research*, 44, 465-76.
- Irwin, Julie R. and Gary H. McClelland (2003), “Negative Consequences of Dichotomizing Continuous Predictor Variables,” *Journal of Marketing Research*, 363-71.
- Fitzsimons Gavan J. (2008), “Death to Dichotomizing,” *Journal of Consumer Research*, 35(1), 5-8.
- Gneezy Ayelet (2017), “Field Experimentation in Marketing Research,” *Journal of Marketing Research*, 140-43.

September 27th Session 3

Topic: Perception and Attention

- Supplement Reading - Chapter 7: Effects of Sensory Factors on Consumer Behaviour, Handbook of Consumer Psychology
- Folkes Valerie and Shashi Matta (2004), “The Effect of Package Shape on Consumers’ Judgments of Product Volume: Attention as a Mental Contaminant,” *Journal of Consumer Research*, 31(2), 390-401. (Discussion Lead Article)
- Janiszewski Chris, Andrew Kuo, and Nader T. Tavassoli (2013), “The Influence of Selective Attention and Inattention to Products on Subsequence Choice,” *Journal of Consumer Research*, 39(6), 1258-1274.
- Biswas Dipayan, Courtney Szocs, and Annika Abell (2019), “Extending the Boundaries of Sensory Marketing and Examining the Sixth Sensory System: Effects of Vestibular Sensations for Sitting versus Standing Postures on Food,” *Journal of Consumer Research*, 708-24. (Presentation Article)

October 4th Session 4

Topic: Sensory Marketing

- Haws Kelly L., Rebecca Walker Reczek, and Kevin L. Sample (2017), “Healthy Diets Make Empty Wallets: The Healthy = Expensive Intuition,” *Journal of Consumer Research*, 43(6), 992-1007. (Discussion Lead Article)
- Cornil Yann and Pierre Chandon (2016), “Pleasure as a Substitute for Size: How Multisensory Imagery Can Make People Happier with Smaller Food Portions,” *Journal of Marketing Research*, 53(5), 847-864.
- 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. (Presentation Article)

October 18th Session 5

Topic: Consumer Learning & Memory

- Supplement Reading - Chapter 3: Consumer Memory, Fluency, and Familiarity, Handbook of Consumer Psychology
- Wood Stacy L. and John Lynch Jr. (2002), “Prior Knowledge and Complacency in New Product Learning,” *Journal of Consumer Research*, 29(December), 416-426. (Discussion Lead Article)
- Hawkins Scott A. and Stephen J. Hoch (1992), “Low-Involvement Learning: Memory without Evaluation,” 19(2), 212-225. (Presentation Article)
- Zauberger 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), 715-728.

October 25th Session 6**Topic: Goals and Motivation**

- Supplement Reading - Chapter 13: Goal-Directed Consumer Behaviour, Handbook of Consumer Psychology
- Zhu Meng, Rajesh Bagchi, and Stefan J. Hock (2019), "The Mere Deadline Effect: Why More Time Might Sabotage Goal Pursuit," *Journal of Consumer Research*, 45(5), 1068-84. (Presentation Article)
- Etkin Jordan and Sarah A. Memmi (2020), "Goal Conflict Encourages Work and Discourages Leisure," *Journal of Consumer Research*.
- Gülden Ülkümen and Amar Cheema (2011), "Framing Goals to Influence Personal Savings: The Role of Specificity and Construal Level," *Journal of Marketing Research*, 48(6), 958-969. (Discussion Lead Article)

November 1st Session 7**Topic: Attitudes and Persuasion**

- Supplement Reading - Chapter 15: Attitude Change and Persuasion, Handbook of Consumer Psychology.
- Petty, R.E. and J.T. Cacioppo (1986), "The Elaboration Likelihood Model of Persuasion," in L. Berkowitz (Ed.), *Advances in Experimental Social Psychology*, 19, 123-205. (Optional Reading)
- Mogilner Cassie and Jennifer Aaker (2009), "The Time vs. Money Effect: Shifting Product Attitudes and Decision Through Personal Connection," *Journal of Consumer Research*, 36(2), 277-291. (Presentation Article)
- Isaac Mathew S. and Kent Gravson (2017), "Beyond Skepticism: Can Accessing Persuasion Knowledge Bolster Credibility?" *Journal of Consumer Research*, 43(6), 895-912. (Discussion Lead Article)
- Packard Grant, Andrew D. Gershoff, and David B. Wooten (2016), "When Boastful Word of Mouth Helps versus Hurts Social Perceptions and Persuasion," *Journal of Consumer Research*, 43(1), 26-43.

November 8th Session 8**Topic: Affect – Feeling and Emotions**

- Supplement Reading - Chapter 11: The Nature and Role of Affect in Consumer Behaviour, Handbook of Consumer Psychology
- 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. (Discussion Lead Article)
- Kim Hakkyun, Kiwan Park, and Norbert Schwarz (2010), "Will This Trip Really Be Exciting? The Role of Incidental Emotions in Product Evaluation," *Journal of Consumer Research*, 36(April), 983-991.
- Di Muro Fabrizio and Kyle B. Murray (2012), "An Arousal Regulation Explanation of Mood Effects on Consumer Choice," *Journal of Consumer Research*, 39(3), 574-584. (Presentation Article)

November 15th Session 9**Topic: Experiential Consumption – 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.
- Bhattacharjee, Amit and Cassie Mogilner (2014), "Happiness from Ordinary and Extraordinary Experiences," *Journal of Consumer Research*, 41(1), 1-17.
- Chun, Hae Eun, Kristin Diehl, and Deborah MacInnis (2017), "Savoring and Upcoming Experience Affects Ongoing and Remembered Consumption Enjoyment," *Journal of Marketing*, 81(3), 96-110. (Presentation Article)
- 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), 386-94. (Discussion Lead Article)

November 22nd Session 10**Topic: Variety Seeking Behaviour – Antecedents and Consequences**

- Kahn, Barbara E. (1995), "Consumer Variety-Seeking among Goods and Services: An Integrative Review," *Journal of Retailing and Consumer Services*, 2(3), 139-48.
- Etkin, Jordan and Cassie Mogilner (2016), "When Variety among Activities Increases Happiness," *Journal of Consumer Research*, 42(August), 210-29. (Discussion Lead Article)
- 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. (Presentation Article)
- 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.

Course Policies

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.

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>

University Grading Scheme

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 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	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 any written material (e.g., newspaper) or 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.
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 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).