COURSE DESCRIPTION

This course is designed to provide you with a contemporary view of research on consumer behavior. I will cover a broad array of relevant theories and topics from top marketing/consumer research journals, and allied areas (e.g. psychology, economics). I will give you a clear sense of the topics that are prominent within the consumer behavior field of Marketing, and also convey a feel for what makes a contribution publishable in leading marketing and psychology journals and how ideas are communicated in our field (i.e., writing/positioning).

To give you a contemporary perspective, most of the articles that I have selected are from this century (published in 2000 or later). The unfortunate consequence is that we will not delve into several classics that form the bedrock of consumer research. However, the assigned papers will often cite the classic ones, and I will refer to them during our discussions to provide a historical perspective to the current state of consumer research. In addition, I will try to give you a sense of how research articles take shape, including how to determine what constitutes a contribution, how to turn your ideas into contributions, and the process behind how papers are eventually accepted in journals. To give you this sense of the research process, I will share the process of some of my own articles, since these are the ones that I know most intimately.

This is not a lecture class in which I will “teach” articles. Instead, a discussion format will be used. I have assigned several articles for each class, and you should read and understand each one. You should be particularly prepared with two articles (that I will assign).

The student(s) assigned to a particular article will lead the discussion for that article. Although you should read all of the assigned papers, for your two articles you should come to class prepared to discuss each of them in terms of their major ideas, contributions, and shortcomings. Make sure to add questions to the papers, such as things that are not clear or could be better, or factors that might change the results (these can lead to research ideas). Guidelines for critiquing an article are attached to this document. I have also attached an article summary sheet that you should complete for each empirical paper as it will help you keep track of what was done in the papers. These documents will help you understand what you need to do for each paper each week.

In addition, each student should be ready with one new research idea that follows from any of the articles assigned for that class. You will have no more than 10 minutes for your presentation (no ppt required). Here are the questions that should be answered when you present: (a) What is the new prediction? (b) What is the theory/logic behind it? (c) How is this distinct from what has been done earlier? (d) Why is it interesting? Is there anything counterintuitive, is the topic “cool,” or is there something else that might make a reader take notice? (e) Who would the findings be relevant for: academics, managers, public-policy makers? (f) How would you test it empirically? Note that you have only 10 minutes; so please choose your words carefully so that you are able to convey the critical points.
COURSE MATERIALS

Journal articles (listed later in this syllabus)

COURSE OBJECTIVES

If you satisfactorily complete this course, you will learn the following aspects of consumer-behavior research: (1) Knowledge about several research streams, (2) Familiarity with the style and content of recent research, and (3) Ability to generate and test research ideas.

ACADEMIC INTEGRITY

*I do NOT tolerate cheating.* Students are responsible for understanding the RU Academic Integrity Policy (http://academicintegrity.rutgers.edu/)

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through SafeAssign or Turnitin, plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

ATTENDANCE AND PREPARATION POLICY

- Expect me to attend all class sessions. I expect the same of you. If I am to be absent, my department chair or I will send you notice via email and Canvas as far in advance as possible. If you are to be absent, report your absence in advance at https://sims.rutgers.edu/ssra/. If your absence is due to religious observance, a Rutgers-approved activity, illness, or family emergency/death and you seek makeup work, also send me an email with full details and supporting documentation [within 7 days of your first absence]. [Explain other aspects of your absence policy in detail; it will save you trouble later.]

- For weather emergencies, consult the campus home page. If the campus is open, class will be held.

- Expect me to arrive on time for each class session. I expect the same of you. [If you are going to be tardy, then please let me know ahead of time.

- Expect me to remain for the entirety of each class session. I expect the same of you. [If you are going to leave early, then please let me know ahead of time.

- Expect me to prepare properly for each class session. I expect the same of you. Complete all background reading and assignments. You cannot learn if you are not prepared. The minimum expectation is that for each 3-hour class session, you have prepared by studying for at least twice as many hours.
- Expect me to participate fully in each class session. I expect the same of you. Stay focused and involved. You cannot learn if you are not paying attention.

CLASSROOM CONDUCT

No talking with classmates during class time unless instructed to do so.
No cell phones—turn them on silent and put them away.
No sleeping

Violation of these rules will not be tolerated and will result in point deductions from your final grade.

GRADING POLICY

The following grade components add up to 100 points; there are no extra-credit opportunities.

Quality of brief presentations made in each class (averaged across classes): 60 points
Quality of class participation (apart from presentations): 20 points
Quality of research proposal (due at end of semester): 20 points

Your points from each component will be summed. The final course grade will be as follows.
> 90.0 = A
87.0 – 89.99 = B+
81.0 – 86.99 = B
78.0 – 80.99 = C+
68.0 – 77.99 = C
< 68.0 = F

COURSE SCHEDULE

The following articles will be available on Canvas. If there are any changes in the schedule, you will be notified via Canvas or email.

Week 1
Overview of the course objectives and key topics covered.

Week 2
The Consumer Behavior Discipline


*Article to skim and for future reference related to the topic:*


**Week 3**

**Exposure, Perception, and Attention**


*Article to skim and for future reference related to the topic:*


**Week 4**

**Attitudes and Persuasion**
(You may want to read the following paper to acquire the appropriate background knowledge: Petty, Richard E., John T. Cacioppo, and David Schumann (1983), “Central and Peripheral Routes to Advertising Effectiveness: The Moderating Role of Involvement,” *Journal of Consumer Research*, 10 (September), 135-146.)


*Article to skim and for future reference related to the topic:*


(Review Project Implicit at https://implicit.harvard.edu/implicit/demo/ and perform the Young-Old IAT. Bring your results.)

**Week 5**

**Automaticity and Nonconscious Goal Pursuit**


*Article to skim and for future reference related to the topic:*


**Week 6**

**Self-Control and Goal Conflict**

(You may want to read the following paper to acquire the appropriate background knowledge: Muraven, Mark and Roy Baumeister (2000), “Self-Regulation and Depletion of Limited Resources: Does Self-Control Resemble a Muscle?,” *Psychological Bulletin*. 126 (March), 247-259.)


*Article to skim and for future reference related to the topic:*


**Week 7**
Conscious and Non-Conscious Decision Making

(You may want to read the following paper to acquire the appropriate background knowledge: Simonson, Itamar (1989), “Choice Based on Reasons: The Case of Attraction and Compromise Effects,” *Journal of Consumer Research*, 16 (September), 158-174.)


**Articles to skim and for future reference related to the topic:**


**Week 8**

Evolution and Consumer Behavior


Articles to skim and for future reference related to the topic:


**Week 9**

**Self and Culture**


Articles to skim and for future reference related to the topic:

**Week 10**

**Emotion and Happiness**

(You may want to read the following paper to acquire the appropriate background knowledge: Pham, Michel Tuan, Joel B. Cohen, John W. Pracejus, and G. David Hughes. "Affect monitoring and the primacy of feelings in judgment." *Journal of Consumer Research* 28, no. 2 (2001): 167-188)


**Week 11**

**Intertemporal and Context Effects**


*Articles to skim and for future reference related to the topic:*


**Week 12**

**Mental Accounting**


*Articles to skim and for future reference related to the topic:*


**Week 13**

No Class. Work on Research Proposal

**Week 14**

**Social Influences and Word of Mouth**


*Articles to skim and for future reference related to the topic:*


**Week 15**

Presentations.

**SUPPORT SERVICES**


[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]
If you are pregnant, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek religious accommodations, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at http://vpva.rutgers.edu/.

[Rutgers University-New Brunswick incident report link: http://studentconduct.rutgers.edu/concern/. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7. You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does not have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via https://temporaryconditions.rutgers.edu .

If you are a military veteran or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. http://veterans.rutgers.edu/
If you are in need of **mental health** services, please use our readily available services.

[Rutgers University-Newark Counseling Center: http://counseling.newark.rutgers.edu/]

[Rutgers Counseling and Psychological Services–New Brunswick: http://rhscaps.rutgers.edu/]

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If you are in need of **physical health** services, please use our readily available services.

[Rutgers Health Services – Newark: http://health.newark.rutgers.edu/]

[Rutgers Health Services – New Brunswick: http://health.rutgers.edu/]

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If you are in need of **legal** services, please use our readily available services: http://rusls.rutgers.edu/

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Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

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If you are in need of additional **academic assistance**, please use our readily available services.

[Rutgers University-Newark Learning Center: http://www.ncas.rutgers.edu/rlc]

[Rutgers University-Newark Writing Center: http://www.ncas.rutgers.edu/writingcenter]

[Rutgers University-New Brunswick Learning Center: https://rlc.rutgers.edu/]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]