



CONSUMER BEHAVIOR

Fall Semester 2010 Module 2
October 18 – December 9
Meeting: Thursday 6:30-9:20pm
205 Bryan Building

Instructor: Dr. Merlyn Griffiths
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E-mail: Magriff3@uncg.edu (the most efficient means of contact)
Office Hours: Tuesday 5:00-6:00pm and by appointment
Course Documents: <http://blackboard.uncg.edu>

REQUIRED MATERIALS

1. **Consumer Behavior: Buying, Having, and Being, 9th edition**, by Michael R. Solomon, Prentice-Hall 2010. The publisher also provides an Online Study Guide.
 2. All Additional required readings can be found in pdf form on blackboard
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Catalog Course Description: Understanding consumer markets and how to design more efficient marketing plans. Concepts and theory from psychology, sociology, anthropology and economics.

NATURE AND PURPOSE OF THE COURSE

Consumer Behavior is the most exciting area in the study of marketing!

Consumer behavior is omnipresent, we cannot escape it – every moment of our lives we are engaged in some form of consumer behavior. It involves the interaction of affect, cognition, behavior and the environment in which people conduct the exchange aspects of their lives. It examines the *consumer decision process* and the impact of *external environmental influences* (culture, subculture, social class, reference groups, family, and personal influences) and *internal psychological influences* (personality and lifestyle, learning, motives, perception, and beliefs and attitudes) on consumer decision making. It explores stimuli that informs, persuades, and influences our choices, purchase decisions, dreams and aspirations.

This course is intended to provide you with two fundamentals (a) *theory* about consumer behavior and (b) an understanding of how consumer behavior concepts can be *applied* to marketing management (the hunters), to our roles as consumers (the hunted), and to everyday life. The study of consumer behavior uses concepts, theories, and principles from the social sciences to extend our understanding of factors influencing the acquisition, consumption, and disposition of goods, services, and ideas. You will learn how and why consumers behave by examining how we use products to define ourselves and how this self concept affects our attention and perception, our motivation to buy, our memory for brands, product and advertising awareness, our brand attitudes, product judgment and choice, customer satisfaction and brand loyalty. With this in mind, our objectives are as follows:

Course Objectives

1. To provide you with a solid conceptual base for understanding the behavior of consumers within society and the marketplace.
2. To develop your abilities to apply consumer behavior concepts to marketing problems that are likely to involve consumer consumption with identity and lifestyle implications.
3. To extend your understanding of research methodologies that can be used to investigate consumer behavior and guide managerial decision-making.

COURSE FORMAT

The format of the course includes short lectures, cases (written & video) and topical roundtable discussions facilitated by teams. Lectures and cases will serve to organize consumer behavior concepts and clarify the material. Roundtable discussions will correlate real examples from the business world. Assigned chapters, exercises, articles and cases should be read prior to their discussion in class.

******This is a fast-paced intensive course. There is a significant amount of reading and hands-on experiential exercises that is required for you to fully understand the concepts. Recognize and understand that what is covered in 7-weeks in this course is typically covered in a 15-16 week semester.**

ASSESSMENT & DETAILS

Individual: Class Participation	15%
Individual: Experiential Assignment	15%
Individual: In-class Roundtables	15%
Individual: Midterm Assignment	25%
Group: Final Project	30%
<i>Paper & presentation (15%)</i>	
<i>Peer evaluation (15%)</i>	

Grading Scale

A	95-100	C+	78-79
A-	90-94	C	73-77
B+	88-89	C-	70-72
B	83-87	D	60-69
B-	80-82	F	Below 60

Note: Grades are non-negotiable and final grades can only be changed to correct calculation or input errors on my part. If you have questions as to the validity of a grade this must be brought to my attention in writing within one (1) week of the day/date the grade is posted.

Grades WILL NOT be determined by a standard bell curve whereby the majority of the class receives a 'C' and the minority receives otherwise. Rather, grades will strictly depend on the number of points accumulated relative to the total number of points allotted in the course. Your personal/special circumstances are NEVER considered in the calculation of your grades.

****Note:** All submitted work will be checked for plagiarism. To avoid discrepancies, be sure to cite appropriately works of others that you are referencing. For details on what constitutes plagiarism, please visit <http://academicintegrity.uncg.edu/>

CLASS PARTICIPATION

Class participation is expected in every class meeting. To reinforce this expectation, I may randomly select students at the beginning of the session and throughout the ensuing discussion (**whether or not the student's hand is raised**). This is your class and you should make it as interesting as possible by sharing your examples and experiences. In grading class participation, it is assumed that everyone starts out in the middle, with for example, 50 out of the 100 points and individuals move up or down based on their performance. Points are assigned at the end of the course. Here are some ways you can impact your grade:

Late Work, Absences, Etc.: Some students, because of work-related obligations, may have to miss one class. Since we meet for only 7 weeks, if you fall into this category, please let me know ASAP. We will work out a schedule if the situation warrants it.

Positive Influences	Negative Influences
<ul style="list-style-type: none"> • Constructive discussion • Regular attendance • Preparation for class discussions • Original work 	<ul style="list-style-type: none"> • Disruption of class (sidebar talking, cell phones, texting, focusing on non-class related material, surfing, etc.) • Lack of attendance • Just sitting there – no preparation • Cheating, plagiarism (from others, off the web, etc.)

Grading class participation is necessarily subjective. Some of the criteria for evaluating effective class participation include:

1. Is the participant prepared, and do his/her comments show evidence of analysis of the case/article/readings, thereby adding to the group's understanding of the situation/content/concepts? Does the participant go beyond simple repetition of case/article/readings facts without analysis and conclusions? Do comments show an understanding of theories, concepts, analytical devices presented in class lectures or reading materials?
2. Is the participant a good listener? Are the points made relevant to the discussion? Are they linked to the comments of others? Is the participant willing to interact with other class members?
3. Is the participant an effective communicator? Are concepts presented in a concise and convincing fashion?

EXPERIENTIAL INDIVIDUAL ASSIGNMENT

The experiential assignment will focus on the practice of capturing and analyzing consumer data. Using qualitative methodologies, students will explore specific facets of consumer consumption behaviors. A description of the assignment and requirements is posted on blackboard, and will be discussed in further detail in class.

ROUNDTABLES

In-Class Roundtables: In order to keep class discussions interesting, and to draw in your specific expertise, a series of Roundtable discussions are planned which connect class topics to real-life experience. You will each sign up for one-night's roundtable, which focuses on selected concepts from the text. More than one person may sign up for a topic, but no more than 5. The names per roundtable will be posted on blackboard during the first week. **You should coordinate your work as a group to avoid repetition, but your grade is individual.** Your job will be to lead the class in discussion of the issues, present the questions, and connect the issues to real-world examples from the marketplace. More importantly, your job is to show how the course concepts and frameworks are useful tools that can be applied in the real world. *****Make a 1- page handout for the class, plus a 2-5 page write up (attach a copy of the 1-page you distribute to the class) for me of your goals, your logic, and what you hope to accomplish in your roundtable, and include a copy of power point slides if used. Indicate which individuals will cover what aspect of the roundtable topic.**

Note: As the text/chapters relating to each roundtable are extensive, there should be NO OVERLAP between the presentations. Further, your discussion IS NOT a regurgitation of the text, but an application/demonstration of content (theory/framework/concept). All presentations must include/address what are the implications for marketers.

Topics and Date

Nov 4: Roundtable on Consumer Self Concept and Attitudes

The self concept is strongly related to consumer behavior and products often play a pivotal role in defining the self concept. Bring to class two (or more) brands within the same product category that project different images to the consumer. Discuss the projected images by comparing and contrasting the two different brands. Identify the

techniques the marketer used to project these images. Discuss the importance of the buyer's self-concept. It is important for consumer researchers to understand the nature and power of attitudes. What sources are influential in the consumers' attitudes toward each of these brands? What are the implications for marketers?

Nov. 11: Roundtable on Influencers, Consumer Learning and Product Failure

Consumers learn from product information, purchase, use and disposition. Do consumers always learn everything correctly about products? Do they always follow directions? Describe a product that is successful and a product that is failing due to poor consumer learning. Children learn over time what and how to consume. How do children learn, make and influence purchase decisions (give some specific product/brand examples). What are children's and adult's perceptions of failed products (identify specific product/brand examples) (consider interviewing a few children/adults to gain a better understanding from their perspective. Compare the different perspectives on the same product(s)). To add depth to your roundtable, consider going to a toy store, a toy department or a cereal aisle in the grocery store and watch several interactions between a parent and child. Report on how the children "made their wishes known" and how parents reacted to their children's "needs and wants." Consumers do not make purchase decisions in a vacuum. Information and access is ubiquitous, providing access to different types of reference groups. How influential are these sources? Recognizing the influence of family and other non-family members in purchase decisions, what do/can marketers do? How are the theories relating to learning manifest in the marketplace? For example, apply the learning theories to children in terms of "children see, children do." How do consumers dispose of products? Are there differences in age, gender, ethnicity/race etc, and/or types of products and method of disposing? What are the implications for marketers?

Nov 18: Roundtable on Subcultures Perceptions and Advertising

Consumers' membership in ethnic, racial, religious and other subcultures often play a big role in guiding their consumption behaviors. Identify and analyze one or more brands or retailers that successfully serves a specific subcultural market and one that you think is a failure in doing so. Identify some ads that are directly targeting subcultures (including during the holiday periods). Analyze the ads in terms of their message content, medium and intent (inform, persuade, remind, reinforce). Prepare a list of holidays that are oriented toward a particular subculture. Interview several members of a subculture other than your own (e.g., African American, Hispanic, Asian, Caucasian, Catholic, Mormon, Jewish, etc.) to discover what types of products or services are purchased because of membership in this particular group. Show the interviewee your ads to determine what are their perceptions of your ads? What are their perceptions of ads that specifically target them? How do they celebrate the holidays on your list (i.e., types of activities, consumption, etc)? What are some marketing implications? How can marketers encourage consumers to pay attention to their messages?

Feedback on Roundtables: Each individual will receive feedback on their section of the roundtable. The delivery mechanism will be via email, and will be sent before the next class meeting. Individual grade will be assigned at that time.

MIDTERM & FINAL PROJECT

A significant part of your course grade will be determined by a team project. As professionals interested in marketing, you are all going to be part of teams that work together in finding solutions to common marketing problems. Therefore, as part of this course, you will be required to carry out a team project in which you explore a particular marketing phenomenon, propose and carry out a study that examine this problem/issue, and discuss your findings.

The midterm assignment is directly related to the final project. Each team will focus on one (no duplicates) of the following options for the final project:

1. Explore consumer perception of governmental regulations to prohibit or curtail cyber crime.
2. Explore teenage consumers perception of the US Department of Homeland Security terror threat alerts
3. Explore consumer perception of the use of dead celebrities in advertising.
4. Explore consumer perception of the security of the US food supply.

Midterm Project: For the midterm assignment, each individual member of the team will create a written document (10 pages **maximum including references**) relating to their specific segment of the project the team has undertaken.

Each of the 4 options contains several layers including organizing and summarizing existing research on the topic. The team will create a preliminary roadmap of 15-20 (or more) articles (both academic research articles & popular/practitioner press articles –NOT WEBSITES) that they will use to understand and further frame the issues/situations that exists relating to the topic area. This reading list will then be divided and each individual from the team will have responsibility of analyzing and summarizing their assigned 5-7+ (combination of academic research and popular/ practitioner press) articles. Further details will be provided. Note that Wikipedia (Wiki's) is NOT a credible source and should not be included or cited.

Final Project: Extending the midterm to the final project, the teams will conduct primary research to fully explore the topic areas. The research will comprise using the qualitative methods of depth interviews and photographic documentation, to uncover consumer perceptions.

Each team will create the list of protocol questions that will be asked of the interview participants. This list of questions must be emailed to me for review before the interviewing process begins.

Summarizing the findings, identify the key consumer perception themes uncovered from your interviews. Based on these themes, what are the implications for marketers? How can marketers use this new knowledge in their efforts to connect and build relationships with consumers?

Paper & Presentation: Each team will (1) create an overview of the project as the introduction section of the paper; (2) organize and combine each individual member's midterm (literature review); (3) create a section describing how you approached each interview (method and data collection); (4) report/describe the findings from the interviews; (5) identify the implications for marketers and the impact in building consumer relationships.

Format: Both midterm and final project must be typed (double spaced), and professionally presented to the class. The final project should be no more than 25 pages, including the literature review, data analysis results etc. All sources of literature should be referenced using the APA (American Psychological Association) referencing style. Failure to reference will be a cause for plagiarism per UNCG handbook.

***Further details will be given in class and posted on blackboard relating to each of the topical areas for the project.

Group Meeting Time: Since we meet in only 7 sessions, communicating/meeting with your group members outside of class may require extensive use of technology. This is strongly recommended. Each group NOW has access to each member including a discussion board, email access, virtual classroom and file sharing via blackboard.

If there are questions regarding the project, come see me early. Don't wait until the last week when it's too late to seek help.

Contribution of Group Members

The business workplace is a social environment where you must work with others to achieve the goals and objectives of the entire organization. Therefore, 50% of an individual's group project grade will be based on the work produced. In other words, 50% of YOUR project grade is in the hands of your peers.

❖ **Peer Evaluation:** Each member of the project teams will provide evaluative feedback on the performance of each individual group member. You will give yourself a rating and provide comments on the contributions each member (including yourself) made toward the successful completion of the project. The ratings provided by each group member will be taken into account in the final calculation of the individual's total grade for the project. The onus is on you to contribute 100% toward the success of the project and to work well with your team members.

- ❖ A peer evaluation form will be made available via blackboard to each student in each group before the last day of class. Each student will award from 0 to 100 points for each member's efforts on the project and the sum will be averaged. In addition, you will have an opportunity to comment on the quality of each team member's contribution to the successful completion of the project.

Classroom Conduct

We subscribe to the UNCG professional standards. Please arrive on time for class with uninterrupted attendance for the duration of the class. I will endeavor to end class on time. Furthermore, please maintain a professional atmosphere. This includes, but is not limited to, using respectful comments and humor, employing appropriate manners and decorum, utilizing computers and technology suitably (e.g., silencing wireless devices, no web-browsing or emailing), and refraining from distracting or disrespectful activities (e.g., avoiding side conversations and games). Refer to the following for more details on school policies and procedures:

http://www.uncg.edu/bae/faculty_student_guidelines.pdf

Absence: If you miss more than 1 class in a 7-week session, you should not expect to receive a passing grade. In other words, excessive absences will be reflected in the final grade. All assignments must be handed in on time; **late work will not be accepted.** If you must miss a class, the onus is on you to connect with your classmates to get up to speed on the material covered, handouts, etc.

*******The instructor reserves the right to make changes to this document as needed*******

Note that occasionally, changes in the schedule of the course, or in the assignments, are announced during class. Equally, materials may be added to increase your knowledge and efficiency in a particular subject area, as well as articles to read in preparation for the next class. It is your responsibility to connect with blackboard to stay abreast of changes, additional material, etc.

Laptop Policy: You are allowed to use your laptop in class for the sole purpose of note-taking, or accompanying the websites we may visit during the discussion. Surfing, IM, games, paying bills, checking emails, etc. are not class related activities and must not be done in class. Recognize that it is sometimes quite obvious when you are using your laptop for non-class related activities. Abuse of the laptop policy will impact your grade, and eliminate your privilege of using it through the remainder of the course.

Inclement Weather: We will follow the directions of the institution.

ACADEMIC INTEGRITY POLICY

<http://academicintegrity.uncg.edu/complete/>

Students are expected to recognize their responsibility to uphold the Academic Integrity Policies of UNCG. Failure to do so will result in Academic Integrity Sanctions as stipulated by the university.

Plagiarism: Representing the words of another, as one's own in any academic exercise. Plagiarism may occur on any paper, report, or other work submitted to fulfill course requirements. This includes submitting work done by another, whether a commercial or non-commercial enterprise, including Web sites, as one's own work. Faculty should take into account whether the student has had the opportunity to learn appropriate citation procedures based on previous course work successfully completed before formalizing Academic Integrity charges.

- Failure to cite references** *range of sanctions:* From requiring the student to re-do the paper to a zero on the paper
Includes intentional or obvious failures to properly cite sources.
- Submitting, as one's own, work done by or copied from another** *range of sanctions:* From F on assignment to a recommendation for expulsion
Includes work done by a fellow student, work done by a previous student, or work done by anyone other than the student responsible for the assignment.

Falsification: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Falsification includes knowingly reporting data, research, or reports so that either the process or the product is shown to be different from what actually occurred; falsely reporting having met responsibilities of attendance or participation in class, practicum, internship, or other types of field work experience; or submission of falsified excuses for attendance or participation in such experiences. Falsification also includes submitting work to meet the requirements of one course when it was done, in whole or in part, to meet the requirements of another course. Exceptions to this provision must be given prior approval by the instructor to whom the work is to be submitted. For Graduate Students, *range of sanctions:* From F on assignment to a recommendation for expulsion

1. **Facilitating academic dishonesty:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. Facilitating academic dishonesty includes acts that may not directly benefit the accused but assist another student in violations of the *Policy*.
 - a. *range of sanctions:* From F on assignment/test to a recommendation for expulsion

Summary of Charges and Suggested Ranges of Sanctions

<i>Charge</i>	<i>Suggested Range of Sanctions</i>
Spontaneous cheating	From redoing an assignment/retaking a test to F in course
Non-spontaneous cheating	From F on assignment/test to a recommendation for expulsion
Failure to cite references	From requiring the student to re-do the paper to a zero on the paper
Submitting, as one's own, work done by or copied from another	From F on assignment to a recommendation for expulsion
Misuse of academic resources	From loss of privileges to use of materials for a set period of time, to repayment of costs of repair or replacement of materials to a recommendation for expulsion.
Falsification by an undergraduate	From requiring the experience to be re-done to an F in the course
Falsification by a graduate student	From F in the course to a recommendation for expulsion
Facilitating academic dishonesty	From F on assignment/test to a recommendation for expulsion

Consumer Behavior Participant Information
MBA 641 (print, complete and bring to first class meeting)

Name: _____

Years of work experience: _____

Employment (be as specific as you want): _____

1. Who are your company's customers?
2. Other Marketing courses taken in the past?
3. Any Marketing experience or skills? In which areas of Marketing can you be considered "Resident Expert"? (feel free to brag a little)
4. What are your goals for this course? Is there any skill in particular which you would like to acquire?
5. What do you view as an important consumer research question – for your company, in general, or in an area of your interest? **(your answer to this question will be read aloud)**
6. What would you like to learn in this class? Any specific topics of interest?
7. Preference for Roundtable Dates: 1st choice _____ 2nd choice _____ 3rd choice _____

Selected Course Reference Readings

Research Articles

Compulsive Consumption: O'Guinn, Thomas C. and Ronald J. Faber (1989), "Compulsive Buying: A Phenomenological Exploration," *Journal of Consumer Research*, Vol. 16 (September), 147-157.

Faber, Ronald J. and Thomas C. O'Guinn (1988), "Compulsive Consumption and Credit Abuse", *Journal of Consumer Policy*, Vol. 11, 97-109.

Impulsive Purchasing: Kaufman-Scarborough, Carol and Judy Cohen (2004), "Unfolding Consumption Impulsivity: An Existential-Phenomenological Study of Consumers With Attention Deficit Disorder", *Psychology & Marketing*, Vol. 21(8), 637-669.

Consumption Rituals: Wallendorf, Melanie and Eric Arnould (1991), "We Gather Together?: Consumption Rituals of Thanksgiving Day," *Journal of Consumer Research*, Vol. 18 (June), 13-31.

Gift Giving: Lowrey, Tina M., Cele C. Otnes, and Julie A. Ruth (2004), "Social Influences on Dyadic Giving over Time: A Taxonomy from the Giver's Perspective," *Journal of Consumer Research*, Vol. 30 (March), 547-558.

Nostalgia: Holbrook, Morris B. and R.M. Schindler (2003), "Nostalgic Bonding: Exploring the Role of Nostalgia in the Consumption Experience," *Journal of Consumer Behavior*, Vol. 3 (2), 107-127.

Perception of Color and Web Use: Kaufman-Scarborough, Carol (2001), "Accessible Advertising for Visually-Disabled Persons: The Case of Color Deficient Consumers," *Journal of Consumer Marketing*, Vol. 18 (4), 303-316.

Perception and Scent: Morrin, Maureen and S. Ratneshwar (2003). "Does It Make Sense to Use Scents to Enhance Brand Memory?" *Journal of Marketing Research*, Vol. 40 (4), 10-25.

Ellen, Pam Scholder and Paula Fitzgerald Bone (1998), "Does it Matter if it Smells? Olfactory Stimuli as Advertising Executional Cues" *Journal of Advertising*, 27 (4), 29-39.

Shiu, Eric, David Walker, and Chi Jyun Cheng (2006), "A Theoretical Investigation into the Potential Applications of Olfactory Cues to the Marketing of New Products" *Innovative Marketing*, Vol. 2 (4), 44-53.

Perception and Shape: Wansink, Brian and Koert van Ittersum (2003), "Bottoms Up! The Influence of Elongation on Pouring and Consumption Volume," *Journal of Consumer Research*, Vol. 30 (December), 455-463.

Elderly Consumers Disposition: Linda L. Price, Eric J. Arnould, and Carolyn Folkman Curasi (2000), "Older Consumers' Disposition of Special Possessions," *Journal of Consumer Research*, Vol. 27 (September), 179-201.

Hispanic Shopping Behavior: Kaufman, Carol Felker and Sigfredo Hernandez (1991), "The Role of the Bodega in a U.S. Puerto Rican Community," *Journal of Retailing*, Vol. 67 (4), 375-396.

Subcultural Influences: Peñaloza, Lisa (1994), "Atravesando Fronteras/Border Crossings: A Critical Ethnographic Exploration of the Consumer Acculturation of Mexican Immigrants," *Journal of Consumer Research*, Vol. 21 (June), 32-54.

Dishonesty: Cialdini, Robert B. (1999) "Of Trick and Tumors: Some Little-Recognized Costs of Dishonest Use of Effective Social Influence," *Psychology and Marketing*, Vol. 16 (2), 91-98.

Books (in UNCG Library)

- Olson, Jerry & Peter, Paul (2004), *Consumer Behavior*, 7th ed., McGraw-Hill (ISBN: 0071111778)
- Falk, Pasi & Campbell, Colin (eds.) (1997), *The Shopping Experience* (Theory, Culture and Society Series), Sage (ISBN: 0761950672)
- Gunter, Barrie & Furnham, Adrian (1998), *Children As Consumers: A Psychological Analysis of the Young People's Market* (International Series in Social Psychology), Routledge (ISBN: 0415185351)
- Gunter, Barrie (1998), *Understanding the Older Consumer: The Grey Market* (International Series in Social Psychology), Routledge (ISBN: 0415186447)
- Holbrook, Morris (1999), *Consumer Value: A Framework for Analysis and Research* (Routledge Interpretive Market Research Series), Routledge (ISBN: 0415191939)
- Miles, Steven (1998), *Consumerism : As a Way of Life*, Sage (ISBN: 0761952152)
- Ries, Al & Trout, Jack (2000), *Positioning: The Battle for your Mind*, McGraw-Hill (ISBN: 0071359168)


USEFUL CONSUMER WEBSITES

How do firms learn about consumers? Take a look at these in your spare time – these can be helpful in contributing to our discussions in class and your final projects.

<p><u>Collecting Consumer Information</u></p> <p>American Demographics: trends, new products, product history: http://www.demographics.com/ Available through UNCG library Business and Industry Database via UNCG library site: http://library.uncg.edu/dbs/subject/busadm.asp</p> <p>Forrester Research: your company may purchase studies here. http://www.forrester.com/Data/CCR</p> <p>Influx Insights: consumer trends, http://www.influxinsights.com/</p> <p>Know This: source for marketers: http://www.knowthis.com/</p> <p>Customer Focused Marketing: http://www.knowthis.com/cfm/</p> <p>Nydia Han: Consumer Corner, WPVI – investigations of problems and deceptions: http://abclocal.go.com/wpvi/features/consumerreport_index.html</p> <p>SRI VALS: http://www.sric-bi.com/VALS/</p>	<p><u>Consumer Product Companies</u></p> <p>Campbell Soup Company Website: http://www.campbellkitchen.com/index.asp</p> <p>Perdue Farms: http://www.perdue.com/</p> <p>Honda: http://www.honda.com/</p> <p>Subaru of America: http://www.subaru.com/index.jsp</p> <p>Revlon, how do we define beauty? http://www.revlon.com/, http://www.revlon.com/information/halle/default.asp</p> <p>Examples of selecting an outlet:</p> <p>Kohls: http://www.kohls.com/</p> <p>Target: http://www.target.com</p> <p>Suppose the outlet is the same as the brand: http://www.subway.com/subwayroot/index.aspx</p>
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COURSE SCHEDULE AND READING ASSIGNMENTS

Class	Date	Chapter Topics	Additional Required Readings	Assignments & Activities
1	10/21	Ch. 1: Consumers Rule	<p>Read: On Blackboard</p> <ol style="list-style-type: none"> 1. Instructions for Qualitative Research 2. Qualitative Research-Motives and motivations for engaging in consumer behavior with irreversible consequences (sample research paper – <i>skim only</i>) 	
UNDERSTANDING CONSUMERS AS INDIVIDUALS				
2	10/28	Ch 2: Perception Ch 3: Learning & Memory Ch 4: Motivation & Values	Morrin, Maureen and S. Ratneshwar (2003). “Does It Make Sense to Use Scents to Enhance Brand Memory?” <i>Journal of Marketing Research</i> , 40 (4).	<ul style="list-style-type: none"> ➤ Introductions & Syllabus Overview ➤ Team selection of topic area for midterm & final project ➤ Lecture/Discussion: Consumers as Individuals ➤ Understanding Qualitative Research
CONSUMER PSYCHOGRAPHICS				
3	11/4	Ch 5: The Self Ch 6: Personality & Lifestyles Ch 7: Attitudes & Persuasion	<p>Wansink et al (2005). “Increasing the Acceptance of Soy-Based Foods” <i>Journal of International Food and Agribusiness Marketing</i> 17 (1).</p> <p>“When it Pays to Buy Organic” www.consumerreports.org</p>	<ul style="list-style-type: none"> ➤ Lecture/Discussion: Consumer Psychographics ➤ Understanding Qualitative Research ➤ Roundtable on Consumer Self Concept and Attitudes ➤ Due 11/2/10 via email: List of articles and team member responsibility
CONSUMERS AS DECISION MAKERS				
4	11/11	Ch 9: Buying and Disposing Ch 10: Groups Ch 12: The Family pp. 425-443	<p>“The Hidden (in Plain Sight) Persuaders” <i>New York Times</i>, 2004</p> <p>“How Companies Turn Buzz Into Sales” <i>MIT Sloan Management Review</i></p> <p>“The Buzz on Buzz,” <i>Harvard Business Review</i></p> <p>“Making the Most of Customer Complaints” <i>MIT Sloan Review</i>, 2008</p> <p>“Consumer Socialization of Children: A Retrospective Look at 25 Years of Research” <i>Journal of Consumer Research</i>, December 1999</p>	<ul style="list-style-type: none"> ➤ Lecture/Discussion: Consumers as Decision Makers ➤ Roundtable on Influencers, Consumer Learning and Product Failure ➤ Due: Experiential Assignment – Upload in Dropbox by 6:30pm

SOCIAL STRATIFICATION, CULTURES & SUBCULTURES				
5	11/18	Ch 13: Ethic, Racial & Religious Subcultures Ch 14: Age Subcultures (<i>skim only</i>)	Hispanic Shopping Behavior: Kaufman, Carol Felker and Sigfredo Hernandez (1991), "The Role of the Bodega in a U.S. Puerto Rican Community," <i>Journal of Retailing</i> , 67, (4), 375-396. Subcultural Influences: "We Gather Together": Consumption Rituals of Thanksgiving Day," <i>Journal of Consumer Research</i> , 18 (June), 13-31.	<ul style="list-style-type: none"> ➤ Lecture/Discussion: Social Stratification and Cultures ➤ Roundtable on Subcultures Perceptions and Advertising ➤ Midterm Assignment due today. Upload in Dropbox by 6:30pm
	11/25		Happy Thanksgiving	
CULTURAL INFLUENCES & DIFFUSION				
6	12/2	Ch 15: Cultural Influences on Consumer Behavior Ch 16: Global Consumer Culture	"Blogs Will Change Your Business" <i>Business Week</i> , May 2005 "What Becomes an Icon Most?" <i>Harvard Business Review</i> , by D. Holt, 2003 "The New Superpower: China's Emerging Middle Class," <i>Adweek</i> , 2007 "Building Brands in China", <i>McKinsey Quarterly</i> , 2006	<ul style="list-style-type: none"> ➤ Lecture/Discussion: Cultural Diffusion
7	12/9		Final Project Presentations	30-minutes allotted for each team

Final Group Project Team Members

Group members may be added/removed during the add/drop period

GROUP 1		GROUP 2		GROUP 3		GROUP 4	
Al-Sadoon	Aliyah	Blanton	Ryan	Chowdhury	Debshuvra	Kulwicki	Suzanne
Williams	Susan	Niskanen	Leena	Ter-Azaryan	Lilit	Tyson	Deirdra
Lefebvre	Sarah	Yazici	Gamze			Jorgensen	Aske