

Marketing 963
CONSUMER BEHAVIOR
Fall 2003

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Office Hours: Wed 12-130, or by appointment
Class Meeting Time: Mon 3-6

Description:

The purpose of this graduate seminar is to provide students with an introduction to topics in consumer behavior. The class will be organized in a way that allows you to 1) gain exposure to a breadth of consumer behavior topics; 2) gain depth in areas of your choice; and 3) gain practical experience to prepare you for life as a researcher.

The breadth objective will be achieved through our weekly class meetings. Each week we will discuss an aspect of consumer behavior, drawing primarily upon readings from marketing (e.g., Journal of Consumer Research, Journal of Marketing Research, etc.) and psychology (e.g., Journal of Personality and Social Psychology, Journal of Experimental Psychology). Students are responsible for primary readings, which will be discussed in a seminar-format in class. Additional readings may be listed to provide background information and to guide students interested in further investigation of a topic. These readings were selected to illustrate: how basic social science research and consumer behavior research are related; how theories and concepts are applied, adapted, constrained and combined when applied to consumer issues; and how research streams evolve over time. Each student should come to the seminar prepared to discuss each primary article in depth and to present your ideas about the major ideas, contributions, or shortcomings of each article.

The depth objective will be accomplished through independent reading in conjunction with two short idea papers and an in-depth research paper. Each of the short idea papers should identify the basic problem, outline hypotheses, describe the experimental design and procedure, and briefly discuss how you would analyze the data. They should not include a literature review and should be no more than 2 pages long in total (minimum 11 pt font). The final paper may be based on one of these research ideas or may be another idea. It should include a literature review as well as much more detailed versions of all of the sections in the idea paper. Papers are typically 20-30 pages in length and written in either JCR or APA format. The idea papers and final paper are intended to provide students with an opportunity to develop research ideas that may prove useful for future research activity in their area of interest.

The practical objective will be accomplished through short assignments designed to socialize students into academic life. Students will practice various research activities, including: article reviews, response to reviewers, presentations, experimental design, theory development, testing and application. In addition, students will develop their ability to professionally critique scholarly articles throughout the seminar and will be given the responsibility to lead class discussion of selected articles from the reading list.

Evaluation:

Class participation: 20%

Assignments (including 2 idea papers): 30%

Final paper: 50%

Note: It is vital that students come to class prepared for discussion. What you get out of this course depends upon what you – and your fellow students – put into it. You cannot expect to develop your research skills by passively attending class and taking careful notes. You should actively listen and think critically about the concepts and issues raised. You should be willing and able to present your analysis and viewpoint to the class when the opportunity presents itself. You will also be asked to serve as a discussion leader; i.e., lead seminar participants in a critical analysis, evaluation and integration of selected readings.

Academic Integrity:

All University policies regarding Academic Integrity must be followed. Transgressions will result in a grade of zero and judicial proceedings. You are encouraged to discuss assignments with your fellow students and professors, but the written work must be completed on an individual basis. You cannot submit work in this class that you have submitted (or intend to submit) in another class. It is critical to attribute ideas, indirect and direct quotes, and any other materials to their proper source. Bottom line: Do not cheat. Do not plagiarize. Do not pass off others' work or ideas as your own. Always cite *all* reference materials that you use. When in doubt, err on the safe side. If issues of academic integrity arise in this class, consult me *immediately*. For further information, consult your student handbook or visit the University site: <http://www.college.upenn.edu/rules/integrity.html>.

Student and Faculty Participation:

Students with a variety of backgrounds and research interests are welcome to participate in this graduate seminar. Although the course is designed for marketing ph.d. students and taught by marketing faculty, it is relevant to students who are interested in behavioral research in a variety of other disciplines (e.g., management, accounting, health sciences, psychology).

Professor Bolton has primary responsibility for organizing the course, advising students and leading seminar activities. Occasionally, guest instructors from the marketing department may lead seminar topics in their areas of expertise.

Schedule:

SESSION	TOPIC	ASSIGNMENT
Sep 8	Introduction	
Sep 15	Motivation; Perception	TBA
Sep 22	Memory	Presentation
Sep 29	Categorization	Review
Oct 6	Learning and Expertise I	Idea paper #1
Oct 20	Learning and Expertise II	TBA
Oct 27	Judgment and Decision-Making	Response to reviewers
Nov 3	Judgment and Decision-Making II	Best paper
Nov 10	Attitudes I (Prof. Reed)	Compare/contrast
Nov 17	Attitudes and Behavior	Idea Paper #2
Nov 24	Attitudes II (Prof. Reed)	TBA
Dec 1	Special Topics	Student's choice
Dec 8	Presentations	Final paper

IMPORTANT: Meeting dates/times for classes may occasionally be changed to accommodate faculty schedules. The cooperation of students is appreciated.

Readings and Assignments

Students are responsible for *primary readings*, which will be discussed in a seminar-format in class. Each student should come to the seminar prepared to discuss each primary article in depth and to present your ideas about the major ideas, contributions, or shortcomings of each article. Additional *background readings* are optional and may be listed to provide background information and to guide students interested in further investigation of a topic.

The list of readings were selected to illustrate: how basic social science research and consumer behavior research are related; how theories and concepts are applied, adapted, constrained and combined when applied to consumer issues; and how research streams evolve over time. There are three basic types of papers: background readings (e.g., textbook chapters¹), conceptual foundations (e.g., review articles, theoretical papers) and empirical research (e.g., experimental work). The readings are organized around key topics in consumer behavior with some additional emphasis on areas of expertise among Wharton marketing faculty.

¹ Consumer Behavior, by Hoyer and MacInnis, is a leading textbook used in undergraduate and masters level consumer behavior courses. It provides a useful basic introduction to consumer behavior concepts (especially for students with no prior experience with marketing, psychology or consumer behavior) and will familiarize you with one of the leading textbooks for teaching consumer behavior. Graduate-level texts (e.g., The Psychology of Attitudes, by Eagly and Chaiken; Cognitive Psychology textbooks) may also serve as useful references, along with review articles on topics (such as those found in *The Annual Review of Psychology*).

Session 1 – Organization and Introduction

Please contact the marketing department before the start of classes to obtain the time and place of the first organizational meeting for this course. . The first session will address various organizational issues, introduce seminar participants and outline the course syllabus and content.

Session 2 – Motivation and Perception

- Primary readings:
- Bagozzi, Richard P. and Utpal Dholakia (1999), “Goal Setting and Goal Striving in Consumer Behavior,” *Journal of Marketing*, 63 (Special Issue), 19-32.
 - Celsi, Richard L. and Jerry C. Olson (1988), “The Role of Involvement in Attention and Comprehension Processes,” *Journal of Consumer Research*, 15 (Sep), 210-224.
 - Greenwald, Anthony and Clark Leavitt (1984), “Audience Involvement in Advertising,” *Journal of Consumer Research*, 11 (Jun), 518-582.
 - Kleine, Robert E. and Jerome B. Kernan (1991), “Contextual Influences on the Meanings Ascribed to Ordinary Consumption Objects,” *Journal of Consumer Research*, 18 (Dec), 311-323.
 - 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 (Sep), 135-146.
 - Shapiro, Stewart (1999), “When an Ad’s Influence is beyond our Conscious Control: Perceptual and Conceptual Fluency Effects Caused by Incidental Exposure,” *Journal of Consumer Research*, 26 (Jun), 16-36.

Assignment: TBA

Note: develop good habits now. Approach each article as if you were reviewing it for a journal. See handouts on how to read/review articles.

Session 3 – Memory

- Primary readings:
- Beihal, Gabriel and Dipankar Chakravarti (1983), “Information Accessibility as a Moderator of Consumer Choice,” *Journal of Consumer Research*, 10 (Jun), 1-14.
 - Braun, Kathryn A. (1999), “Postexperience Advertising Effects on Consumer Memory,” *Journal of Consumer Research*, 25 (March), 319-334.
 - Feldman, John and John G. Lynch (1988), “Self-generated Validity and Other Effects of Measurement on Belief, Attitude, Intention and Behavior,” *Journal of Applied Psychology*, 73, 421-435.
 - Lynch, John G. and Thomas Srull (1982), “Memory and Attentional Factors in Consumer Choice: Concepts and Research Methods,” *Journal of Consumer Research*, 9 (Jun), 18-37.
 - Menon, Geeta (1993), “The Effects of Accessibility of Information in Memory on Judgments of Behavioral Frequencies,” *Journal of Consumer Research*, 20 (Dec), 431-440.
 - 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.
 - Wanke, Michaela, Gerd Bohner, and Andreas Jurkowitsch (1997), “There Are Many

Reasons to Drive a BMW: Does Imagined Ease of Argument Generation Influence Attitudes,” *Journal of Consumer Research*, 24 (Sep), 170-177.

Assignment: Develop a 15 minute presentation of your paper, as if you were presenting it at an academic conference. Bring slides and be ready to present.

Session 4 – Categorization

Primary readings: Boush, David M. and Barbara Loken (1991), “A Process-Tracing Study of Brand Extension Evaluation,” *Journal of Marketing Research*, 28 (Feb) 16-28.

Broniarczyk, Susan and Joseph W. Alba (1994), “The Importance of the Brand in Brand Extension,” *Journal of Marketing Research*, 31 (May), 214-228.

Moreau, C. Page, Arthur B. Markman and Donald R. Lehmann (2001), “‘What Is It?’ Categorization Flexibility and Consumers’ Responses to Really New Products,” *Journal of Consumer Research*, 27 (Mar), 489-498.

Peracchio, Laura and Alice M. Tybout (1996), “The Moderating Role of Prior Knowledge in Schema-Based Product Evaluation,” *Journal of Consumer Research*, 23 (Dec), 177-192.

Ratneshwar, S., Cornelia Pechmann and Allan D. Shocker (1996), “Goal-Derived Categories and the Antecedents of Across-Category Consideration,” *Journal of Consumer Research*, 23 (Dec), 240-250.

Solso, Robert L. (1991), “The Representation of Knowledge,” in *Cognitive Psychology*, Boston MA: Allyn and Bacon, 205-236.

Assignment: Act as if you were a reviewer for your assigned paper. Write a two-page review and break your issues into major and minor concerns.

Session 5 – Learning and Expertise I

Primary readings: Gregan-Paxton, Jennifer and Deborah Roedder John (1997), “Consumer Learning by Analogy: A Model of Internal Knowledge Transfer,” *Journal of Consumer Research*, 24 (Dec) 266-284.

Hoch, Stephen J. (2002), “Product Experience Is Seductive,” *Journal of Consumer Research*, forthcoming.

Hoch, Stephen J. and Young-Won Ha (1986), “Consumer Learning: Advertising and the Ambiguity of Product Experience,” *Journal of Consumer Research*, 13 (Sep), 221-233.

Sanbonmatsu, David M, Steven S. Posavac, Frank R. Kardes, and Susan P. Mantel (1998), “Selective hypothesis testing,” *Psychonomic Bulletin & Review*, 5 (Jun), 197-220.

Van Osselaer, Stijn M.J. and Chris Janiszewski (2001), “Two Ways of Learning Brand Associations,” *Journal of Consumer Research*, 28 (Sep), 202-223.

West, Patricia M. (1996), “Predicting Preferences: An Examination of Agent Learning,” *Journal of Consumer Research*, 23 (Jun), 68-80.

Assignment: Come with a two-page idea paper and be prepared to present and discuss it.

Session 6 – Learning and Expertise II

- Primary readings:
- Alba, Joseph W. and J. Wesley Hutchinson (1987), "Dimensions of Consumer Expertise," *Journal of Consumer Research*, 13 (Mar), 411-454.
 - Alba, Joseph W. and J. Wesley Hutchinson (2000), "Knowledge Calibration: What Consumers Know and What They Think They Know," *Journal of Consumer Research*, 27(Sep), 123-156.
 - Roehm, Michelle L., and Brian Sternthal (2001), "The Moderating Effect of Knowledge and Resources on the Persuasive Impact of Analogies," *Journal of Consumer Research*, 28 (Sep), 257-272.
 - West, Patricia, Christina Brown and Stephen Hoch, "Consumption Vocabulary and Preference Formation," *Journal of Consumer Research*, 23 (Sep), 120-135.
 - Wood, Stacy L., and John G. Lynch, Jr. (2002), "Prior Knowledge and Complacency in New Product Learning," *Journal of Consumer Research*, 29 (Dec), 416-426.
 - Wright, Peter (2002), "Marketplace Metacognition and Social Intelligence", *Journal of Consumer Research*, 28 (Mar), 677-682.

Assignment: TBA

Session 7 – Judgment and Decision Making I

- Primary readings:
- Bettman, James R. and C.W. Park (1980), "Effects of Prior Knowledge and Experience and Phase of the Choice Process on Consumer Decision Processes," *Journal of Consumer Research*, 7 (Dec), 234-248.
 - Bolton, Lisa E. (2001), "Stickier Priors: Effects of Nonanalytic and Analytic Thinking in New Product Forecasting," *Journal of Marketing Research*, forthcoming.
 - Bolton, Lisa E., Luk M. Warlop, and Joseph W. Alba (2001), "Perceptions in Price (Un)Fairness". Draft manuscript and reviewer/editor comments.
 - Kahneman, Daniel and Amos Tversky (1984), "Choices, Values, and Frames", *American Psychologist*, 39 (April), 341-350.
 - Kahneman, Daniel and Amos Tversky (1979), "Prospect Theory: An Analysis of Decision Under Risk," *Econometrica*, 47 (March), 263-291.
 - Thaler, Richard H. (1985), "Mental Accounting and Consumer Choice", *Marketing Science*, 4 (Summer), 199-214.
 - Shafir, Eldar (2002), "Rationality," *Annual Review of Psychology*, 53(1), 491-517

Assignment: After reading an earlier draft of the price fairness paper, and the associated reviewer comments, prepare "responses to reviewers" that outline your strategy for dealing with each of the reviewer concerns. (The actual changes made will be discussed in class.) Maximum length: 2 pages.

Session 8 – Judgment and Decision Making II

- Primary readings:
- Ariely, Dan (2000), "Controlling the information flow: Effects on consumers' decision making and preferences," *Journal of Consumer Research*, 27 (Sep), 233-248.
 - Frenzen, Jonathan and Kent Nakamoto (1993), "Structure, cooperation, and the flow of market information," *Journal of Consumer Research*, 20 (Dec), 360-375.
 - Gourville, John (1998), "Pennies-a-Day: The Effect of Temporal Reframing on

- Transaction Evaluation,” *Journal of Consumer Research*, 24 (Mar), 395-408.
- Haubl, Gerald and Valerie Trifts (2000), “Consumer Decision Making in Online Shopping Environments: The Effects of Interactive Decision Aids,” *Marketing Science*, 19 (Winter), 5-21.
- Heath, Chip and Jack B. Soll (1996), “Mental Budgeting and Consumer Decisions,” *Journal of Consumer Research*, 23 (Jun), 40-52.
- Puto, Christopher (1987), “The Framing of Buying Decisions,” *Journal of Consumer Research*, 14 (Dec), 301-315.
- Russo, J. Edward, Margaret G. Meloy, and Victoria Husted Medvec (1998), “Predecisional Distortion of Product Information,” *Journal of Marketing Research*, 35 (Nov), 438-452.
- Ward, James C. and Peter H. Reingen (1990), “Sociocognitive Analysis of Group Decision Making among Consumers,” *Journal of Consumer Research*, 17 (Dec), 245-262.

Assignment: Write a 2-page paper justifying your choice for best paper among the assigned papers for today’s session. (As you do so, discuss the contributions and short-comings of each paper to research on judgment and decision-making.)

Session 9 – Attitudes I

- Primary readings:
- Adaval, R. (2001), “Sometimes It Just Feels Right: The Differential Weighting of Affect-Consistent and Affect-Inconsistent Product Information,” *Journal of Consumer Research*, 28 (Jun), p 1-17.
- Albarracín, D., B.T. Johnson, M. Fishbein, and P. Muellerleile (2001), “Theories of reasoned action and planned behavior as models of condom use: A meta-analysis,” *Psychological Bulletin*, 127.
- Fazio, Russell H., D.M. Sanbonmatsu, M.C. Powell and F.R. Kardes (1986), “On the Automatic Activation of Attitudes,” *Journal of Personality and Social Psychology*, 50, 229-238.
- Greenwald, Anthony G, Debbie E. McGhee, and Jordan L.K. Schwartz (1998), “Measuring individual differences in implicit cognition: The implicit association test,” *Journal of Personality & Social Psychology*, 74(6), 1464-1480.
- Sengupta, Jaideep and Gita Venkataramani Johar (2002), “Effects of Inconsistent Attribute Information on the Predictive Value of Product Attitudes: Toward a Resolution of Opposing Perspectives,” *Journal of Consumer Research*, 29 (1), 39-56.
- Wilson, Timothy D., Samuel Lindsey, and Tonya Y. Schooler (2000), “A model of dual attitudes,” *Psychological Review*, 107(1), 101-126.

- Assignment: Go to http://www.tolerance.org/hidden_bias/02.html
- Choose a domain (e.g., American identity, Gender, race, age, body image, etc.) and complete the online *Implicit Association Test* for that domain. **Print a copy of your results.** Consider the test and analyze its procedure and theoretical assumptions in the Greenwald et. al paper.
 - Write a four page integrative analysis (using the Greenwald paper as a comparison point) that *compares* and *contrasts* the different ways attitudes have been conceptualized in the 6 assigned readings in terms of epistemological assumptions, theory and methodological approaches.

Session 10 – Attitudes and Behavior

- Primary readings:
- Fazio, Russell, Martha Powell, and Carol Williams (1989), “The Role of Attitude Accessibility in the Attitude-to-Behavior Process,” *Journal of Consumer Research*, 16 (Dec), 280-288.
 - Millar, Murray G. and Abraham Tesser (1986), “Effects of Affective and Cognitive Focus on the Attitude-Behavior Relation,” *Journal of Personality and Social Psychology*, 51 (2) 270-276.
 - Schlosser, Ann E., and Sharon Shavitt (2002), “Anticipating Discussion about a Product: Rehearsing What to Say Can Affect Your Judgments,” *Journal of Consumer Research*, 29 (Jun), 101-115.
 - Sengupta, Jaideep and Gavan J. Fitzsimons (...), “The Effects of Analyzing Reasons for Brand Preferences: Disruption or Reinforcement,” *Journal of Marketing Research*, 37 (3), 318-330.
 - Vargas, Patrick T., William von Hippel and Richard E. Petty (2001), “Using Implicit Attitude Measures to Enhance the Attitude-Behavior Relationship”, unpublished manuscript.
 - Wilson, Timothy D. and Dana S. Dunn (1986), “Effects of Introspection on Attitude-Behavior Consistency: Analyzing Reasons versus Focusing on Feelings,” *Journal of Experimental Social Psychology*, 22, 249-263.

Assignment: Come with a two-page idea paper and be prepared to present and discuss it.

Session 11 – Attitudes II

Primary readings: TBA
Assignment: TBA

Session 12 – Special Topics

Primary readings: TBA
Assignment: You choose! Browse through past issues of JCR, JMR, JPSP and other leading journals. Find a consumer behavior article that interests you (on a topic that we have not covered in class). Email your choice to me as soon as possible (to reserve it, in case of duplication) and provide me with a clean copy of the article (due session 10, so that I can arrange copying and distribution for session 11). Be prepared to lead a discussion of your article with the class.

Session 13 – Presentations

Assignment: No papers are assigned. Prepare a conference-style presentation of your final paper. The final paper is due today at the start of class.