

MAR 3503: Consumer Behavior
University of Florida, Spring 2017
(draft 12/19/16)

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 Office Hours: Wed & Thurs 1:45-3:00, or by appointment
 Website: Access thru E-learning, start at <http://elearning.ufl.edu>

Class Meetings:

Sec 2935:	Mon & Wed, periods 5-6 (11:45-1:40)	Heavener 260
Sec 2937:	Tues & Thurs, periods 3-4 (9:35-11:30)	Heavener 260
Sec 0997:	Tues & Thurs, periods 5-6 (11:45-1:40)	Heavener 260

Course Readings:

We will be drawing on several “popular” books dealing with consumer behavior issues, written by prominent researchers. These are all available via Amazon.com or other major booksellers.

Mindless Eating, by Brian Wansink (2006, Bantam, ~\$11, [link](#))

Influence: The Psychology of Persuasion, by Robert Cialdini (2007, Collins, ~\$14, [link](#))

Nudge, by Richard Thaler & Cass Sunstein (2008, Penguin, ~\$12, [link](#))

The upside is that these books are entertaining and actually fun to read. The downside is that, unlike traditional textbooks, the chapters aren’t always self-contained and topics don’t match up to the lecture sequence so cleanly.

Before the course, a packet of most (~90%) slide noteshells will be available from Target Copy (1412 W. University Ave., 352-376-3826). An electronic copy of these noteshells will also be on the course website. All slides from each meeting will be posted on the website after class.

Course Overview

This course will build upon research in psychology, marketing, and other social sciences to help you better understand how & why consumers act as they do. As we learn how to characterize and predict consumer behavior, we will discuss implications for marketing strategy, consumer happiness, and public policy. An important component of the course will be a focus on the research process; we will spend some time examining not just basic conclusions about consumer behavior, but also exploring *how* researchers have arrived at these conclusions. This focus should not only help you better understand the topics we cover, but should also leave you better prepared to critically evaluate (and perhaps conduct) consumer research in the future.

Specifically, completion of this course will provide you with:

- A foundation in basic consumer psychology.
- An understanding of the numerous processes & influences that shape consumer behavior.
- Insight into how to investigate consumer behavior, and the appropriate conclusions to draw from consumer research.
- Insight into which marketing strategies are most likely to reach, inform, and persuade consumers.
- Insight into the consumers who surround you, such as your friends, your family, and yourself.

Student learning outcomes

This course addresses the following student learning outcomes for the marketing major:

- Consumer behavior: Students will develop an understanding of consumer motivations and decision processes.
- Market segmentation: Students will develop an understanding of the traditional bases for segmentation and how segmentation can inform marketing strategy.
- Communications skills: Students will effectively produce, interpret, and analyze written text, oral messages, and multi-media presentations used in business.
- Critical thinking skills: Students will apply their substantive knowledge to marketing situations (cases, scenarios) in an analytic manner.

Course format and expectations

The course will be a mix of lecture & discussion. Everyone's thoughtful participation is required to make the discussions productive, but I would like the "lectures" to be as interactive as possible. As such, I expect each of you to attend each class and to be prepared. Prior to each class, you should complete the assigned reading, noting the questions that you have. You should also think about how the reading fits with the topics covered to date, and try to recall any recent personal consumer experiences that are relevant to these topics. Lecture noteshells will generally be available for each lecture. Please recognize that they contain only a subset of the material presented in class. Please do not rely only on the noteshells to help you remember all of the details covered in a particular class; they are in no way a substitute for attendance and careful note-taking.

Grading

Your grade will be based upon the following criteria, described in more detail below:

2 Exams (100 points each)	200 points
Group Project (written report & presentation)	40 points
Quizzes & Exercises	25 points
Class Participation	35 points

The following scale will be used for converting from total points to letter grades:

Total Points (out of 300)	Grade
275 and up	A
265-274	A-
255-264	B+
245-254	B
235-244	B-
225-234	C+
215-224	C
205-214	C-
195-204	D+
180-194	D
below 180	E

Exams: Two exams will be given in class (see last page for dates). The second exam is cumulative, but it will emphasize the newer material. There is no separate final exam given in the exam period. All exams are closed-book. Exams will draw from lectures and readings, and will feature a range of question types, such as multiple choice, one-word answer, short answer, and longer answer. More specific information will be given prior to each exam to help you prepare.

A note on exam grading: Your grade is necessarily based on the answers you provide on the exam form. I can only evaluate what you actually write on the exam form, not what you may have intended to write. It is your responsibility on the exams to clearly express your answers in understandable English.

Group Project: More specific instructions and grading criteria will be given later in the semester, but some preliminary words about the group project: Groups will design and implement a consumer research project, and they will communicate their findings in a written report and an oral presentation. I will divide the class into groups, but I will give you some input into those divisions. It is your responsibility to develop a mutually convenient plan to work together. Your group grade will be based on the quality of both the written report and the presentation.

Quizzes and Exercises: 25 points will be based on completion of some short in class exercises and online quizzes

Class Participation: 35 points will be based on class participation, Attending class and being prepared is necessary to get the full set of points, but is not sufficient. I want you to give thoughtful contributions and examples, and ask questions. Points will be based on the quality, not the sheer quantity, of your contributions.

Extra Credit: The exams may offer extra credit points for those who correctly and thoughtfully answer specific extra questions. There will not be any opportunities to receive additional extra credit by completing extra papers or projects at the end of the semester. With this in mind, it would be wise to take advantage of extra credit whenever it is offered.

Missed Exams and Quizzes. If an emergency will cause you to miss an exam, you must contact me prior to the exam or quiz to arrange for a make-up. No make-up exams or quizzes will be given if arrangements are not made before the exam. Missed exams will earn 0 points. No early exams will be given.

Academic Honesty. While most students are honest, some feel the need to engage in various forms of academic dishonesty, such as giving or receiving assistance during exams. **I take all incidents of academic dishonesty very seriously.** In cases where there is compelling evidence of cheating, all students involved will receive a failing grade for the class and may be subject to further penalties from the University.

Disability Resources. If you are requesting accommodations for any aspect of this class, please first register with the Dean of Students Office. The Dean of Students Office will provide you with documentation, which you should then provide to me. I am happy to make any necessary accommodations.

Lateness, phones/computers, and general etiquette. Being late to class and letting your phone ring during class are disruptions that are a nuisance to everyone – and they are easily avoided. Please be on time, and when you arrive, turn off any device (e.g., phones and computers) that may be disruptive or distracting to the class. Disruptive behavior can naturally affect your class participation score.

Approximate Course Schedule

Date	Topics / Assignments	Readings (TBD)
Week 1 (Jan 4-5)	Course Introduction	
Week 2 (Jan 9-12)	Research Methods 1 Research Methods 2	Wansink Ch 1; R1, R2
Week 3 (Jan 18-19)	<i>No class on Jan 16-17 for MLK Holiday</i> Sensation/Perception/Attention 1	Wansink Ch 2-3; R3
Week 4 (Jan 23-26)	Sensation/Perception/Attention 2 Learning	Wansink Ch 4, 6 Wansink Ch 7-8
Week 5 (Jan 30 – Feb 2)	Memory 1 Memory 2 / Reasoning & Inference 1	R4 Wansink Ch 5, 9
Week 6 (Feb 6-9)	Reasoning & Inference 2 Attitudes 1	
Week 7 (Feb 13-16)	Attitudes 2 Attitudes 3	Cialdini Intro Cialdini Ch 3
Week 8 (Feb 20-23)	Catchup & Review EXAM 1 on Feb 22 & 23	
Week 9 (Feb 27-Mar 2)	Social Influence 1 Social Influence 2	Cialdini Ch 1,2,6 Nudge Ch 3; Cialdini Ch 4; Wansink Ch 5
<i>SPRING BREAK</i>		
Week 11 (Mar 13-16)	Decision Making 1 Decision Making 2	Nudge Intro & Ch 1-2
Week 12 (Mar 20-23)	Decision Making 3 Decision Making 4	R5, R6
Week 13 (Mar 27-30)	Judgment & Decision under Uncertainty 1 Judgment & Decision under Uncertainty 2	revisit Nudge Ch 1
Week 14 (Apr 3-6)	Judgment & Decision under Uncertainty 3 Ethical, Legal & Policy Issues	Wansink Ch 9-10 Nudge Ch 4-8, 17; R7
Week 15 (Apr 10-13)	Group Presentations (All Reports due Apr12-13) Group Presentations & Wrap-up / review	
Week 16 (Apr 17-19)	Review / Q&A on Apr 17 EXAM 2 on Apr 18 & 19	

MAR 3503: Consumer Behavior: Supplemental readings

- R1. Get Out of That Rut and Into the Shower, *New York Times*, Aug 13, 2006.
http://www.nytimes.com/2006/08/13/business/yourmoney/13mgmt.html?_r=2&pagewanted=print
- R2. When Voters Lie, *Wall Street Journal*, Aug 2, 2008.
<http://online.wsj.com/article/SB121763171653206035.html#printMode>
- R3. Using Menu Psychology to Entice Diners, *New York Times*, Dec 23, 2009.
<http://www.nytimes.com/2009/12/23/dining/23menus.html?pagewanted=print>
- R4. A Hint of Hype, A Taste of Illusion, *Wall Street Journal*, Nov 20, 2009.
<http://online.wsj.com/article/SB10001424052748703683804574533840282653628.html#printMode>
- R5. Can a Dead Brand Live Again? *New York Times*, May 18, 2008.
http://www.nytimes.com/2008/05/18/magazine/18rebranding-t.html?_r=1&pagewanted=print
- R6. Schwartz, B. (2007). When words decide. *Scientific American Mind*, 18(Aug/Sep), 36-43.
<http://www.nature.com/scientificamericanmind/journal/v18/n4/pdf/scientificamericanmind0807-36.pdf>
- R7. Just, D. & Wansink, B. (2009). Smarter lunchrooms: Using behavioral economics to improve meal selection, *Choices*, 24(3). http://www.choicesmagazine.org/magazine/pdf/article_87.pdf