

Marketing 211
CONSUMER BEHAVIOR:

When what I think, feel, do and buy depends on who I am (or want to be)

Class Periods:

Section 001 – M W / 12:00 pm to 1:20pm

002 – M W / 1:30 pm to 2:50pm

GENERAL COURSE INFORMATION



Drawing by D. Fradon, © 1969, The New Yorker Magazine, Inc.

*“How would you like me to answer that question?
As a member of my ethnic group, educational class,
income group, or religious category?”*

Professor:	Dr. Americus Reed II
Office:	764 Jon M. Huntsman Hall
Email:	amreed@wharton.upenn.edu
Office Telephone:	215-898-0651
Office Hours:	Monday 4:00 pm – 6:00 pm Wednesday 4:00 pm – 6:00 pm
Emergency Telephone:	267-258-2538 (in case of emergency only!)
Course Admin:	Ms. Kimberlyn Taylor
Web-site:	See Web Café Course center
Text(s):	No required text
Course Packet:	* No Required Course Packet
Other Materials:	* CD Rom Case - Nascar: Marketing @ 200 mph available at Wharton Reprographics
* Required	Class Handouts (these will be billed to your Bursar’s account at the end of the semester)
Pre- requisite(s):	Marketing 101, Fundamental understanding of statistics, strong sense of intellectual curiosity and a good work ethic

COURSE DESCRIPTION

The fundamental premise of the course is that a consumer’s sense of who they are should relate to what they buy. But why, when, where and how? And if this is indeed the case, what implications does this premise suggest with respect to marketing? In this course, we examine these questions in a variety of consumer domains. Therefore, this course will introduce you to the topic of consumer behavior, but from an interpersonal and self-concept oriented point of view. You will learn how and why consumers behave by examining how we use products to define ourselves and how this self-definition 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. In uncovering answers to these questions, students will develop a deep understanding of the psychological basis of consumer behavior within its self-defining context, while developing a customer analysis ‘toolbox’ for making informed decisions about marketing strategy based on how consumers use products to create, define and enhance their self-identities.

COURSE OBJECTIVES:

1. To introduce you to *current* knowledge of *theory* and *practice* in consumer behavior based on the state of the art knowledge on self-identity, social identification and self-concept research.
2. To develop your abilities to *apply* consumer behavior concepts to marketing problems that are likely to involve consumer consumption and identity implications.
3. To learn *analytic tools* (e.g., observation, identity measurement and segmentation, laboratory experimentation) that can be used to investigate consumer behavior and guide managerial decision-making.

COURSE FORMAT:

After an introduction and recap of various key research methods that we will use to analyze consumption behavior, the course then turns to a critical assessment of the relationship between consumer activity and basic psychological functioning (motivation, attention, perception, self-knowledge and brand symbolization). The course then turns to the assessment of consumer attitude formation and change. Based on different techniques to assess consumer personality and self-concept, we will then learn how to link self-identification to consumer attitudes and judgments as well as observable purchase behavior. Throughout the course we will pursue theoretical and applied in-depth analyses of consumer psychology in terms of understanding how consumers are impacted by various kinds of social influence, their own identities and self-concepts.

COURSE COMPONENTS:

Once the class gets rolling, the course format typically involves the following weekly structure:

MONDAY – Theory Development:

- Lecture and discussion – focusing on key theoretical concepts

WEDNESDAY – Applied insights (that may be any of the following):

- Lab day – Where we apply lecture concepts to implementation of an analytical tool (e.g., factor analytic techniques to measure personality)
or
- Case Analysis Day – Where we apply lecture concepts to the case analysis of a real world application or substantive domain (e.g., analysis of experimental response data)
or
- Guest Speaker Day– Where we discuss the integration of course concepts in a particularly interesting relevant domain with an expert (e.g., Brand manager discussing issues in the cosmetics industry)
or
- Special Topics Day – Where we discuss a special topic (e.g., marketing in the movie industry) or participate in an in class exercise that relates to prior learning (e.g., assessment of super-bowl ads based on attention and perception principles).

GRADING:

Your course grade will be determined as follows. Each component of your grade is explained in greater detail below.

	Points
• Lab Assignments (4 @ 10 points each)	40
• Group Project (1 @ 60 points)	60
• Class Participation	50
• TOTAL:	150

GRADING NOTES:

1. Assignments are designed to reinforce important concepts from the readings, lecture, case analysis or lab days. They are a significant portion of your grade. Throughout the semester, you will be asked to complete 4 assignments to be graded.

2. The Group Project is designed to provide a hands-on opportunity to practice consumer research. Team members typically receive the same grade, although adjustments will be made if necessary based on instructor and peer assessment of contributions to team work.

3. Your class participation score is based on five *potential* components:
 - *Attendance:* Regular class attendance is a signal of your commitment to the course. This is the easy part.
 - *Class preparation:* You should always be prepared to discuss the concepts, topics and issues for a particular session. You will be called upon to do so. Discussions with myself and your colleagues is the best opportunity to demonstrate that you are thinking about the topics and relating these topics to one another and to material learned elsewhere. Quality counts at least as much as quantity. I will keep track of this
 - *Class exercises:* Throughout the course, you may be required to complete a small exercise (e.g., going to a Web site and or completing a short online or assigned task).
 - *Journals:* As part of the course Website in WebCafe, each student enrolled in the class has a “journal” folder. For those who are “less” comfortable with speaking during class, or during class days when students do not feel that they have been adequately involved or for absences, students may gather additional class participation points by submitting entries in their journals. Journal entries are direct communications to me. Other students do not have access to your journal entries. These entries may typically involve outside information (readings, ads, etc.) that sparks curiosity and additional thinking on the student’s part regarding a particular topic. The journal entries are judged in terms of frequency, consistency and insight. The most insightful entries may be passed along to your colleagues to promote further off-line discussion.
 - *Guest Presentations:* Students will also earn class participation points by attending all guest presentations and getting involved in the discussion (by asking and responding to insightful questions).

4. EXTRA CREDIT Students may volunteer to give a short comment, discussion on a topic that is relevant to the day’s discussion. I will allow the first five minutes of class for this to spur some discussion regarding that day’s topic (or the day prior). This is totally voluntary. **Any** other extra credit opportunities that may arise will be announced in class.

COURSE ASSESSMENT:

The grade I will give you will be as good as the work you give me. I realize that there are different levels of both ability and motivation in any course. These complexities of the class will be taken into account. Therefore, I encourage students to work with other students who share similar aspirations in the course.

CLASS ROOM CONDUCT & WORK ETHIC:

The normal rules of classroom etiquette apply. Try to respect your colleagues in a way that helps to make the best learning environment possible. Try not to bring pagers or cell phones into the class. If you must have these kinds of electronic devices, make sure that they are off during the class time. Unnecessary distractions that detract from the classroom are highly discouraged and repeated disruptions will be reflected in a poor class participation grade. Also, I should point out that this course involves quite a bit of effort on your part. I estimate that for you to be successful in this course, you will have to commit yourself to a minimum of 5 – 8 hours per week. Therefore, if grades are a tremendous concern for you and you think that your work, class and personal schedule precludes you from being able to commit time to this course, you might wish to consider other course options.

ACADEMIC HONESTY:

You are reminded of the university policy on academic honesty. Transgressions will result in a grade of zero and judicial proceedings. Bottom line: Do not cheat. Do not plagiarize. Do not pass off others’ work or ideas as your own. Do not consult others on individual work. Contribute fairly to group work. Always cite *all* reference materials that you use (including materials from the web). When in doubt, err on the safe side. If issues of academic integrity arise in this class, consult me immediately. For further information, please consult your student handbook.

Date	Day	Reading(s)	Description	In Class Activity / Assignment
1/8/07	M	R1	Course Introduction - Syllabus - Requirements (Class Introductions)	Introduce yourself!
1/10/07	W	R2	Marketing Research Methods: Focus on Focus Groups	Video
1/15/07	M		NO CLASS – Martin Luther King, Jr. Day	
1/17/07	W	R3	Guest Speaker: Dr. Calvin Johnson—Secretary of Health, State of PA & Samuel Botts - VIGORworks Fitness Center	
1/22/07	M	R4	Memory and Retrieval: Product Packaging and Perception	Memory Demo
1/24/07	W		Guest Speaker: L'Oreal Topic TBA	Determine Groups for Project
1/29/07	M		Exposure Attention & Perception	Video / Demo of Map tech
1/31/07	W	R4(a)	Class Presentations: Perceptual Mapping Exercise / Analysis	Brand Maps – Tool – JMR—
2/5/07	M	R5	Market Differentiation and Segmentation (Demographic)	Chi Square analysis
2/7/07	W	R6	<i>* Lab Day: Segmentation Data - Analyzing Associations</i>	Turn in Lab Assignment
2/12/07	M	R7,R8	Consumer Identity and the Self Concept -	
2/14/07	W		Class Demonstration: Measuring Strength of Association via the IAT	
2/19/07	M	R9	Segmentation and Targeting (Psychographic)	VALS (Demo)
2/21/07	W	R10, R11	<i>* Lab Day: Factor Analysis</i>	Turn in Lab Assignment
2/26/07	M		<i>Group Project Progress Report: VW TeenFit Program</i>	
2/28/07	W		Special Topic: Body Image in Marketing and Popular Culture	Group Debate
3/5 – 3/7	M,W		NO CLASS - SPRING BREAK	
3/12/07	M		Consumer Attitude Measurement: High / Low Effort	Profile Diagnosis
3/14/07	W	R12, R13	<i>* Lab Day: Correlational Analysis</i>	Turn in Lab Assignment
3/19/07	M		Sponsorships and Marketing (Focus on Sport & Entertainment)	
3/21/07	W	R14,	Nascar Case: Marketing at 200 Miles per hour	Turn in NASCAR Case
3/26/07	M		Changing Attitudes PART I: Cognitive models of belief change	
3/28/07	W		Guest Speaker: David Hoover – Hershey	
4/2/07	M		Changing Attitudes PART II: Emotional & Social Appeals	
4/4/07	W	R15, R16	<i>* Lab Day - Experimentation (ANOVA) Assessing Ad Campaign</i>	Turn in Lab Assignment
4/9/07	M	R17,R18,R19	Consumer Welfare: The Dark Side(s) of Marketing	
4/11/07	W		Guest Speaker: Hugh Braithwaite	
4/16/07	M		Class Presentations: Teams present to Dr. Johnson	Turn in Group Projects
4/18/07	W		Course Wrap up & Reflections	

*Class will be held in computer lab room (380) in Huntsman Hall (JMHH) **R** = Required Reading