Marketing 952A: Information Processing Perspectives on Consumer Behavior
Prof. Jonah Berger
Thursdays 130pm—430pm
Location: https://upenn.zoom.us/my/jonahberger

This graduate seminar provides students with an introduction to topics in consumer behavior from a classic social psychological and sociological perspective. While a good deal of the content will be backward looking, some will also be forward looking, or where the field may be going.

Each week we will discuss a topic of consumer behavior research, drawing primarily upon readings from marketing and psychology. You are responsible for all primary readings, which will be discussed in a seminar-format. **Warning**: *It's going to be a lot of reading*! Students will also be assigned to be the "discussion leader" for a paper each week. I will assign these sessions to students, based on stated interests, in advance.

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.

Come to seminar prepared to discuss each article in depth and to present comments about the major ideas, contributions or shortcomings of each paper, not just the one they are the discussion leader on.

Additional readings may be listed/and or provided in advance for background information and to guide students interested in further investigation of a topic.

As part of their discussion leader role, students will be asked to provide concise contribution statements for their assigned papers. In addition, students will develop their ability to professionally and constructively 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%	Final Research Proposal:	30%
Discussion Leading:	10%	Final Presentation:	10%
Idea Papers:	30%		

Class participation: Come to class prepared for discussion. What you get out of this course depends upon what you, and your fellow students, put into it. It's tough to expect to develop your research skills by passively attending class and taking careful notes. You should be an active listener, thinking carefully about the concepts and issues raised, and a willing and active participant, able to present your analysis and your viewpoint to the class when opportunity presents itself.

Be prepared to discuss each article on the syllabus in depth, including your ideas about the contributions and/or shortcomings of each. A good preparation tool is an outline of the hypotheses, study designs, theoretical contributions and limitations of each paper. Ideally, you would also prepare a list of questions that you think are important to discuss. These questions should get at both high level and low-level aspects of the papers.

Each of you will be the discussion leader for one of the papers each day. This will involve overviewing the main ideas for the rest of the class and leading the class discussion on this paper. Your job is not to lecture your classmates but to help kickoff and guide the discussion. Why did we assign this paper? What does the paper show and how does that fit into the broader literature? Do you disagree with any of the conclusions or are there important boundaries about when the effects would occur? Does it raise any interesting questions for future work? How could someone build on the ideas? All of these are great places to start.

Short idea papers: **Each class** (outside of the first day) **you should turn in a short idea paper based on that day's topic**. The paper should identify a basic problem, outline hypotheses, describe appropriate experimental design and procedure to investigate these hypotheses, and briefly discuss how to analyze the data. The paper should end with a brief contribution statement which makes it clear how the investigation would contribute to the current state of literature. These papers should *not* include a literature review and should be no more than 1-2 pages long. Submit them here before class on the day they are due.

Final Research Proposal: Each student will submit an 8-12-page final research proposal (written in either JCR or APA format). This proposal may be based on your research ideas or may be something entirely new. You can go outside the boundaries we cover in class but should generally relate to the topics covered in this seminar. This paper should include a clear presentation and motivation of the research question and your proposed contribution, a concise mention of key findings from the literature, well-articulated and developed hypotheses, and a plan to test your hypotheses (an experiment or model). Your proposal should reflect reading (beyond what is included in this syllabus) in your selected area. *Your proposal need not have any empirical data collection or analysis. However, you are required to develop a proposal that is detailed enough in terms of hypotheses to be tested, experimental design, method and procedure, so that I am able to assess the proposal carefully and give you constructive comments*.

Due dates for the paper are as follows:
- **2/18/2021**: Submit a 2-page overview of your motivation, predictions and method for your research proposal here. I will provide individual feedback. Due by the start of class.
- **2/25/2021**: In class presentations. Date for final papers TBD.

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COURSE DATES AND TOPICS

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Day	Date	Topic
Thursday	January 21	1. **Consumer Research & Generating Ideas**
Thursday	January 28	2. **Language and Text Analysis**
Thursday	February 4	3. **Social Influence**
Thursday	February 11	4. **Word of Mouth**
Thursday	February 18	5. **Self & Identity**
Thursday	February 25	6. **Final Presentations**
Thursday	March 4	SCP – no class – please watch some presentations

Session 1: Consumer Research and Generating Ideas
Wednesday, January 21, 2021
1. MacInnis, Deborah J. and Valerie S. Folkes (2010), "The Disciplinary Status of Consumer Behavior: A Sociology of Science Perspective on Key Controversies," *Journal of Consumer Research*, 36 (April), 899-914.
2. Dahl, Darren, Eileen Fischer, Gita V. Johar and Vicki Morwitz (2015), "The Evolution of *JCR*: A View through the Eyes of its Editors," *Journal of Consumer Research*, 42(1), 1-4.
3. Simonson, Itamar, Ziv Carmon, Ravi Dhar, Aimee Drolet, and Stephen M. Nowlis (2001), "Consumer research: In Search of Identity," *Annual Review of Psychology,* 52, 249-75.
4. Wang, Xin, Neil T. Bendle, Feng Mai and June Cotte (2015), "The Journal of Consumer Research at 40: A Historical Analysis,*" Journal of Consumer Research,* 42(1), 5-18.
5. Bem, D. J. (1987). Writing the empirical journal article. In M. P. Zanna & J. M. Darley (Eds.), *The Complete Academic: A Practical guide for the Beginning Social Scientist* (pp. 171-201). New York: Random House.
6. Mensh, Brett and Konrad Kording (2017), "Ten simple rules for structuring papers," *Plos Computational Biology*

Additional Reading:
1. Bettman, James R. (1979), *An Information Processing Theory of Consumer Research*, Addison Wesley, Chapter 2, 13-41.
2. Holbrook, Morris B. (1987), "What is Consumer Research?" *Journal of Consumer Psychology*, 14 (June), 128-132.
3. Davis, M. S. (1971), "That's Interesting! Towards a Phenomenology of Sociology and a Sociology of Phenomenology," *Philosophy of the Social Sciences*, *1*(2), 309–344.
4. Bazerman, Max H. (2001), "Consumer Research for Consumers," *Journal of Consumer Research,* 27 (4), 499-504.
5. Deighton, John (2007), "The Territory of Consumer Research: Walking the Fences," Editorial, *Journal of Consumer Research*, 34 (October), 279-282.
6. Alba, Joseph W. (2011), "In Defense of Bumbling," *Journal of Consumer Research*, 38 (April), 981-987.
7. Calder, Bobby and Alice Tybout (1987), "What Consumer Research Is…," *Journal of Consumer Research*, 14 (June), 136-140.
8. Mick, David (2005), "Meaning and Mattering through Transformative Consumer Research," *Presidential Address at Advances in Consumer Research,* 33, 1-4.

Session 2: Language and Automated Text Analysis
Thursday, January 28, 2021
1. Watch this - https://compsocialscience.github.io/summer-institute/curriculum#day_3
2. Berger, Jonah, Humphreys, Ashlee, Ludwig, S., Moe, Wendy W., Netzer, Oded, and David A. Schweidel (2019), "Uniting the tribes: Using text for marketing insight," *Journal of Marketing*, 0022242919873106.
3. Tausczik, Yla R. and James W. Pennebaker (2010), "The psychological meaning of words: LIWC and computerized text analysis methods," *Journal of Language and Social Psychology*, *29*(1), 24-54.
4. Packard, Grant, Sarah G. Moore, and Brent McFerran (2018), "(I'm) Happy to Help (You): The Impact of Personal Pronoun Use in Customer-Firm Interactions," *Journal of Marketing Research*, 55(4), 541-555.
5. Srivastava, Sameer B., Goldberg, Amir, Manian, V. Govind, and Christopher Potts (2017), "Enculturation trajectories: Language, cultural adaptation, and individual outcomes in organizations," *Management Science*, *64*(3), 1348-1364.
6. Berger, Jonah A., and Grant Packard (2018), "Are atypical things more popular?" *Psychological Science*, *29*(7), 1178-1184.
7. Garg, Nikhil, Schiebinger, Londa, Jurafsky, Dan, and James Zhou (2018), "Word embeddings quantify 100 years of gender and ethnic stereotypes," *Proceedings of the National Academy of Sciences*, *115*(16), 3635-3644.

Additional Readings:
1. https://cbail.github.io/textasdata/word2vec/rmarkdown/word2vec.html
2. Pennebaker, James W., Booth, Roger J., and Martha E. Francis (2007), "Operator's manual: Linguistic inquiry and word count: LIWC2007," *Austin, Texas: LIWC.*
3. Soni, Sandeep, Lerman, Kristina, and Jacob Eisenstein (2019), "Follow the Leader: Documents on the Leading Edge of Semantic Change Get More Citations," *arXiv preprint arXiv:1909.04189*.
4. Bhatia, Sudeep (2017), "Associative judgment and vector space semantics," *Psychological Review*, 124(1), 1-20.
5. Danescu-Niculescu-Mizil, Cristian, West, Robert, Jurafsky, Dan, Leskovec, Jure, and Christopher Potts (2013), "No country for old members: User lifecycle and linguistic change in online communities," In *Proceedings of the 22nd international conference on World Wide Web* (pp. 307-318). ACM.
6. Rocklage, Mathew D., Rucker, Derek D., and Loran F. Nordgren (2018), "The Evaluative Lexicon 2.0: The measurement of emotionality, extremity, and valence in language," *Behavior research methods*, *50*(4), 1327-1344.
7. Fu, Liye, Danescu-Niculescu-Mizil, Cristian, and Lillian Lee (2016), "Tie-breaker: Using language models to quantify gender bias in sports journalism," *arXiv:1607.03895*.
8. Dodds, Peter S., Harris, Kameron D., Kloumann, Isabel M., Bliss, Catherine A., and Christopher M. Danforth (2011), "Temporal patterns of happiness and information in a global social network: Hedonometrics and Twitter," *PloS one*, *6*(12), e26752.
9. Pennebaker, James W., Mehl, Matthias R., and Kate G. Niederhoffer (2003), "Psychological aspects of natural language use: Our words, our selves," *Annual Review of Psychology*, 54, 547–577.
10. Leskovec, Jure, Backstrom, Lars, and Jon Kleinber (2009), "Meme-tracking and the dynamics of the news cycle," In *Proceedings of the 15th ACM SIGKDD international conference on Knowledge discovery and data mining* (pp. 497-506). ACM.

Session 3: Social Influence & Persuasion
Thursday, February 4, 2021
1. Asch, S. E. (1955), "Opinions and social pressure," *Scientific American*, 193 (5), 31–35.
2. Granovetter, M. (1978), "Threshold models of collective behavior," *American Journal of Sociology*," 83(6), 1420-1443.
3. Schelling, T. C. (2006). *Micromotives and Macrobehavior*, WW Norton & Company. Introduction (9-45).
4. Salganik, M. J., Dodds, P. S., & Watts, D. J. (2006), "Experimental study of inequality and unpredictability in an artificial cultural market," *Science*, 311(5762), 854-856.
5. Lynn, M., and C. R. Snyder (2002), "Uniqueness seeking," *Handbook of Positive Psychology*, 395-410.
6. Petty, Richard. J., John Cacioppo, and David Schumann. (1983), "Central and Peripheral Routes to Advertising Effectiveness: The Moderating Role of Involvement," *Journal of Consumer Research*, 10,135-146.

Additional Reading:
1. Cialdini, R. & Goldstein, N. (2004), "Social influence: Compliance and Conformity," *Annual Review of Psychology*, 55, 591-621.
2. Fazio, Russell, Martha Powell, and Carol Williams (1989), "The Role of Attitude Accessibility in the Attitude-to-Behavior Process," *Journal of Consumer Research*, 16 (December), 280-288.
3. Friestad, Marian and Peter Wright (1994), "The Persuasion Knowledge Model: How People Cope with Persuasion Attempts," *Journal of Consumer Research*, 21 (June), 1-31.
4. Petrocelli, J.V., Tormala, Zakary L. and Derek D. Rucker (2007), "Unpacking Attitude Certainty: Attitude Clarity and Attitude Correctness," *Journal of Personality and Social Psychology*, 92, 30-41.
5. Tian, Kelly T. and Karyn McKenzie (2001), "The Long-Term Predictive Validity of Consumers' Need for Uniqueness Scale," Journal of Consumer Psychology, 10 (3), 171–93.
6. Zhang, J. (2010), "The sound of silence: Observational learning in the US kidney market," *Marketing Science*, *29*(2), 315-335.
7. Leibenstein, H. (1950), "Bandwagon, snob, and Veblen effects in the theory of consumers' demand," *The Quarterly Journal of Economics*, *64*(2), 183-207.
8. Bikhchandani, Sushil, David Hirshleifer, and Ivo Welch (1992), "A Theory of Fads, Fashion, Custom, and Cultural Change as Informational Cascades," *Journal of Political Economy,* 100 (5): 992–1026. doi:10.1086/261849. JSTOR 2138632.
9. Dubois, David, Derek D. Rucker and Adam D. Galinsky (2016), "Dynamics of Communicator and Audience Power: The Persuasiveness of Competence versus Warmth," *Journal of Consumer Research*, 43, 68-18.
10. Ajzen, Icek and Martin Fishbein, "Attitude Behavior Relations: A Theoretical Analysis and Review of Empirical Research," *Psychological Bulletin*, 84 (September 1977), 888-918.
11. Chartrand, T. L., and J. A. Bargh (1999), "The chameleon effect: the perception–behavior link and social interaction," *Journal of Personality and Social Psychology*, *76*(6), 893.
12. Schelling, T. C. (2006). *Micromotives and Macrobehaviors*, WW Norton & Company. Rest of book

Session 4: Word of Mouth
Thursday, February 11, 2021

1. Berger, Jonah (2014), "Word of mouth and interpersonal communication: A review and directions for future research", *Journal of Consumer Psychology*, *24*(4), 586-607.
2. Vosoughi, Soroush, Roy, Deb, and Sinan Aral (2018), "The spread of true and false news online," *Science*, *359*(6380), 1146-1151.
3. Berger, Jonah, and Katherine L. Milkman (2012), "What makes online content viral?," *Journal of Marketing Research*, *49*(2), 192-205.
4. De Angelis, Matteo, Bonezzi, Andrea, Peluso, Alessandro M., Rucker, Derek D., and Michele Costabile (2012), "On braggarts and gossips: A self-enhancement account of word-of-mouth generation and transmission," *Journal of Marketing Research*, *49*(4), 551-563.
5. Frenzen, Jonathan, and Kent Nakamoto (1993), "Structure, cooperation, and the flow of market information," *Journal of Consumer Research*, 20, 360–375.
6. Barasch, Alix and Jonah Berger (2014), "Broadcasting and Narrowcasting: How Audience Size Impacts What People Share," *Journal of Marketing Research*, Forthcoming.

Additional Readings:

1. Heath, Chip, Bell, Chris, and Emily Sternberg (2001), "Emotional Selection in Memes: The Case of Urban Legends," *Journal of Personality and Social Psychology*, 81, 1028-1041.
2. Fast, Nathanael J., Heath, Chip, and George Wu (2009), "Common ground and cultural prominence: How conversation reinforces culture," *Psychological Science*, 20, 904–911.
3. Moore, Sarah G. (2012), "Some things are better left unsaid: How word of mouth influences the storyteller," *Journal of Consumer Research,* 38(6), 1140–1154.
4. Tamir, Diana I., and Jason P. Mitchell (2012), "Disclosing information about the self is intrinsically rewarding," *Proceedings of the National Academy of Sciences*, 109(21), 8038–8043.
5. Walther, Joseph B. (2011), "Theories of computer-mediated communication and interpersonal relations," In M. L. Knapp, & J. A. Daly (Eds.), *The Handbook of Interpersonal Communication,* (pp. 443–479). Thousand Oaks, CA: Sage.
6. Schroeder, Juliana, Kardas, Michael, and Nicholas Epley (2017), "The humanizing voice: Speech reveals, and text conceals, a more thoughtful mind in the midst of disagreement," *Psychological Science*, 28, 1745-1762.
7. Rosnow, Ralph L. (1980), "Psychology of rumor reconsidered," *Psychological Bulletin*, 87, 578–591.
8. Chen, Zoey (2017), "Social acceptance and word of mouth: How the motive to belong leads to divergent WOM with strangers and friends," *Journal of Consumer Research*, *44*(3), 613-632.
9. Baumeister, Roy F., Zhang, Liqing, and Kathleen D. Vohs (2004), "Gossip as cultural learning," *Review of General Psychology*, *8*(2), 111-121.

Session 6: Self and Identity
Thursday, February 18, 2021

1. Brewer, Marilynn (1991), "The Social Self: On Being the Same and Different at the Same Time," *Personality and Social Psychology Bulletin*, 17 (5), 475–82.
2. Simmel, Georg (1957), "Fashion", *American Journal of Sociology*, *62*(6), 541-558.
3. Belk, Russell W. (1988), "Possessions and the Extended Self," *Journal of Consumer Research*, 15 (September), 139-168.
4. Berger, Jonah, and Chip Heath (2007), "Where consumers diverge from others: Identity signaling and product domains," *Journal of Consumer Research*, *34*(2), 121-134.
5. Bellezza, Silvia, Gino, Francesca, and Anat Keinan (2013), "The red sneakers effect: Inferring status and competence from signals of nonconformity," *Journal of Consumer Research*, *41*(1), 35-54.
6. Phillips, Damon J., and Ezra W. Zuckerman (2001), "Middle-status conformity: Theoretical restatement and empirical demonstration in two markets," *American Journal of Sociology*, *107*(2), 379-429.

Additional Readings:

1. Markus, Hazel and Shinobu Kitayama (1991), "Culture and the Self: Implications for Cognition, Emotion and Motivation," Psychological Review, 98 (2), 224-253.
2. Kleine, Susan S., Robert E. Kleine III and Jerome B. Kernan (1993), "Mundane Consumption and the Self: A Social Identity Perspective," *Journal of Consumer Psychology*, 2 (3), 209-235.
3. Bellezza, Silvia, Neeru Paharia, and Anat Keinan (2017), "Conspicuous Consumption of Time: When Busyness and Lack of Leisure Time Become a Status Symbol," *Journal of Consumer Research*, 44(June), 118-138.
4. Berger, Jonah, and Chip Heath (2008), "Who drives divergence? Identity signaling, outgroup dissimilarity, and the abandonment of cultural tastes," *Journal of Personality and Social Psychology*, *95*(3), 593.
5. Reed, Americus (2004), "Activating the Self-Importance of Consumer Selves: Exploring Identity Salience Effects on Judgments," *Journal of Consumer Research*, 31 (September), 286-295.
6. Berger, Jonah, and Morgan Ward (2010), "Subtle signals of inconspicuous consumption," *Journal of Consumer Research*, *37*(4), 555-569.
7. Ratner, Rebecca K. and Barbara E. Kahn (2002), "The Impact of Private versus Public Consumption on Variety-Seeking Behavior," *Journal of Consumer Research*, *29*(2), 246-257.
8. Bourdieu, Pierre (1979/1984), Distinction: A Social Critique of the Judgment of Taste, trans. Richard Nice, Cambridge, MA: Harvard University Press.
9. Kim, Heejung and Hazel Markus (1999), "Deviance or uniqueness, harmony or conformity? A cultural analysis," *Journal of Personality and Social Psychology*, *77*(4), 785.
10. Oyserman, Daphna (2009), "Identity-based Motivation: Implications for Action-Readiness, Procedural-Readiness and Consumer Behavior," *Journal of Consumer Psychology*, 19, 250-260.
11. Hershfield, Hal E., Goldstein, Daniel G., Sharpe, William F., Fox, Jesse, Yeykelis, Leo, Carstensen, Laura L., and Jeremy N. Bailenson (2011), "Increasing Saving Behavior Through Age-Progressed Renderings of the Future Self," *Journal of Marketing Research*, 48 (November), S23-S37.

Session 7: Research Presentations
Thursday, February 25, 2021

Note that class today may last an extra hour, to allow time for all of the final presentations.

Your presentation of the research proposal in class should adhere to the following guidelines:

- Plan for no more than 10-12 minutes and allow about 5 minutes for questions at the end.

- In the time allotted, give an overview of:
    - What are you researching?
    - What is the intended contribution, given past literature?
    - What are your hypotheses and how are these derived from the literature?
    - What is your experimental methodology?
    - Highlight some unanswered questions/limitations and directions for future research.

- You should use slides, but please limit the information on each slide. This is good practice for all the research presentations that I know you have coming to you in your future lives as academics!