MKTG 9500-301 Judgment and Decision-Making Perspectives on Consumer Behavior - Part A

Professor Barbara Mellers

Fall 2022

Instructor: Barbara Mellers mellers@wharton.upenn.edu

Office Hours: Thursday, 3:00 – 4:00 pm.

When and Where: Fridays 8:30-11:30 am (JMHH 741; Marketing Conference Room)

Course website: Canvas

Course Overview:

This course will give you an understanding of judgment and decision-making in consumer behavior. Each week, we’ll cover some classic papers that represent foundational ideas and some newer papers about more recent findings and controversies. I’ll give a mini-lecture about the topic, and then we’ll discuss the weekly articles. Finally, each person will present a research idea. Bring questions/thoughts about the assigned papers and a research idea to each class (except the first). Each student should read all assigned papers carefully, be prepared to discuss them and come up with a research idea. Everyone will eventually select a research idea for their paper - it can be one from previous weeks or a brand new one. On the last day of class, students will present their final research papers.

Assignments

There will be assigned papers each week. While reading, write down questions, comments, criticisms and any connections you see. Ask yourself what is missing in the story and build on ideas. Discuss theories, evidence, statistics, quality of experimental designs and implications. Your goal is to find ideas that interest you and develop a polished research project.

Come up with at least one interesting question to discuss about each assigned paper. Put questions on Canvas before 5 pm on Thursday. For your research idea, state a testable hypothesis (or more than one). This turns out to be more difficult than you think! Define terms so that the hypothesis is actually testable – that means it can be evaluated without the help of a lawyer. Then develop a study to test your hypothesis and state how you would analyze the data. What would you find if your hypothesis was supported? What might you find if it wasn't? Are there wider implications of your “data”?

At 5 pm on Oct 13th, turn in a research proposal (maximum 8 pages). Students will present their work to the class. The proposal can build on weekly ideas or be completely new. It should be in APA style and contain a brief literature review on relevant research following by the reasoning
behind your hypotheses. Write a brief method section that explains what you would do, and a results section about how you would analyze data, what results would be consistent with your hypothesis and an example of what you might find instead. Then describe the inferences you would make and answer the “who cares” question.

Please talk to me about your projects! We can talk during office hours, after class or in appointments.

Where do you get ideas for your research proposal? Class discussions, assigned readings, recommended readings, or articles that I will share with you if something catches your attention.

Your Grade

30% Weekly Research Ideas (Sept 9th, Sept 16th, Sept 23rd and Sept 30th)
15% Weekly Questions (Sept 9th, Sept 16th, Sept 23rd and Sept 30th)
15% Class Participation (Sept 2nd – Oct 14th)
40% Research Proposal (Due Oct 14th)

Course Schedule

Sept 2nd, BACKGROUND, HISTORY & DISTINCTIONS


Recommended Reading


Sept 9th LOSS AVERSION, FRAMING & MENTAL ACCOUNTING


Recommended Readings:


Sept 16th CONSTRUCTED CHOICES & CONTEXTUAL EFFECTS


Recommended Reading


Sept 23th BELIEFS, CONFIDENCE & OPTIMISM


Gigerenzer, G. (2014). Risk Savvy. Chs 1-3 FALLON


**Recommended Reading**


**Sept 30th EMOTIONS & DECISIONS**


**Recommended Readings:**


**Oct 14th IMPROVING DECISIONS**


Recommended Reading


STUDENT PRESENTATIONS: Paper due Oct 14th by 5pm