COURSE DESCRIPTION
This course is designed to provide you with a contemporary view of research on consumer behavior. I will cover a broad array of relevant theories and topics, but will assign articles solely from top marketing/consumer research journals, and not from allied areas (e.g., psychology). This is simply because our seminar time is limited. So my focus will be on giving you a clear sense of the topics that are prominent within the consumer behavior field of Marketing, and also conveying a feel for how ideas are communicated in our field (i.e., writing/positioning).

To give you a contemporary perspective, all articles that I have selected are from the current century (published in 2000 or later). The unfortunate consequence is that we will not delve into several classics that form the bedrock of consumer research. However, the assigned papers will often cite the classic ones, and I will refer to them during our discussions to provide a historical perspective to the current state of consumer research. In addition, I will try to give you a sense of how research articles take shape and are eventually accepted in journals. To give you this sense of the research process, I will share the process of some of my own articles, since these are the ones that I know most intimately.

This is not a lecture class in which I will “teach” articles. Instead, a discussion format will be used. We will share our interpretations of different theoretical concepts, clarify our understanding of those concepts, generate new ideas and, hopefully, rise to a higher level of thinking. To accomplish this kind of learning, it is imperative that you do the assigned work diligently and participate enthusiastically in class. I have assigned several articles for each class, and you should read and understand each one. You should be particularly prepared with two articles (that I will assign). In addition, you should be ready with one new research idea that follows from any of the articles assigned for that class. You will have 7 minutes for your presentation (no ppt required). Here are the questions that should be answered when you present: (a) What is the new prediction? (b) What is the theory/logic behind it? (c) How is this distinct from what has been done earlier? (d) Why is it interesting? Is there anything counterintuitive, is the topic “cool,” or is there something else that might make a reader take notice? (e) Who would the findings be relevant for: academics, managers, public-policy makers? (f) How would you test it empirically? Note that you have only 7 minutes; so please choose your words carefully so that you are able to convey the critical points.

LEARNING GOALS AND OBJECTIVES
If you satisfactorily complete this course, you will learn the following aspects of consumer-behavior research: (1) Knowledge about several research streams, (2) Familiarity with the style and content of recent research, and (3) Ability to generate and test research ideas.

COURSE MATERIALS
See Blackboard
ACADEMIC INTEGRITY
I do not tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf). I will strongly enforce this Policy and pursue all violations. Students must follow the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” Don’t let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

CLASSROOM CONDUCT
Do not disturb the class environment by chatting, using cellphones, arriving late, leaving early, or engaging in any distracting activity. If you miss a class, I will make adjustments only if your absence is due to an extraordinary (e.g., health) reason that you can fully document. To be updated on classroom activities, please check Rutgers email and Blackboard postings. If a disability does not let you participate fully in class, please bring this to my attention early on.

GRADING POLICY
The following grade components add up to 100 points; there are no extra-credit opportunities.
Quality of presentations made in each class (averaged across classes): 70 points
Quality of class participation (apart from presentations): 10 points
Quality of research proposal (due at end of semester): 20 points

Your points from each component will be summed. The final course grade will be as follows.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>&gt; 92.99</td>
<td>A</td>
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<tr>
<td>90.0 – 92.99</td>
<td>A -</td>
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<tr>
<td>87.0 – 89.99</td>
<td>B+</td>
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<tr>
<td>84.0 – 86.99</td>
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<tr>
<td>81.0 – 83.99</td>
<td>B -</td>
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<tr>
<td>78.0 – 80.99</td>
<td>C+</td>
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<tr>
<td>75.0 – 77.99</td>
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<td>68.0 – 74.99</td>
<td>C -</td>
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<tr>
<td>60.0 – 67.99</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 60.0</td>
<td>F</td>
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</tbody>
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COURSE SCHEDULE
The following articles will be available on Blackboard. If there are any changes in the schedule, you will be notified via Blackboard or email.

Week 1 (Jan 20)
Overview of course, and discussion of articles chosen by students.

Week 2 (Jan 27)
Perception, Attention, and Consciousness


Week 3 (Feb 3)
Attitudes and Persuasion


**Week 4 (Feb 10)**

**Goals and Motivation**


**Week 5 (Feb 17)**

**Expectations, Placebos, and Satisfaction**


**Week 6 (Feb 24)**

**Affect**


**Week 7 (Mar 2)**

**Self and Culture**


Week 8 (Mar 9)

Choice and Decision Making


Mar 16: No class—Spring Break

Week 9 (Mar 23)

Mental Accounting


**Week 10 (Mar 30)**

**Self Control and Justification**


Week 11 (Apr 6)

**Intertemporal Effects**


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Week 12 (Apr 13)

**Framing and Context Effects**


**Week 13 (Apr 20)**

**Social Influences and Word of Mouth**


Moore, Sarah G. "Some things are better left unsaid: how word of mouth influences the storyteller." *Journal of Consumer Research* 38, no. 6 (2012): 1140-1154.
Week 14 (Apr 27)

Student Presentations

SUPPORT SERVICES

If you are a military veteran or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. http://veterans.rutgers.edu/

If you are in need of mental health services, please use our readily available services. Rutgers University-Newark Counseling Center: http://counseling.newark.rutgers.edu/

If you are in need of physical health services, please use our readily available services. Rutgers Health Services – Newark: http://health.newark.rutgers.edu/

If you are in need of legal services, please use our readily available services: http://rusls.rutgers.edu/