



**SYLLABUS FOR
MKT450 – CONSUMER BEHAVIOR AND MARKETING
FALL 2019**

(Updated Aug 13, 2019—Guest speaker dates updated)

Professor: Linda Hagen

Email: linda.hagen@marshall.usc.edu

Phone: 734-834-6340

Office: HOH 334

Office Hours: Monday 4:00pm – 5:00pm; Wednesday 10:30am – 11:30am

Course Web Page: <https://blackboard.usc.edu>

COURSE DESCRIPTION

We are all consumers—we buy groceries and cars, we seek healthcare services and financial advice, we watch TV shows and sports events, we use water and electricity, and we vote for political representation. Consumption decisions such as these are integral to our lives. While we are utterly familiar with various consumption experiences, we may not have full insight into why people similar to us, let alone diverse groups of other consumers, think and act the way they do. However, in our role as marketing professionals it is critical to understand why consumers behave the way they do so that we can develop interventions that effectively impact consumer attitudes and change behavior, and accurately predict consumer reactions to our marketing activities. This class provides insights into how to study consumers systematically and recommend marketing strategies based on theoretical and empirical evidence. Drawing on theories from psychology, sociology, and other disciplines, we will develop a solid understanding of how perception, attitudes, motivation, social context, and culture together shape consumer behavior. Connecting this knowledge to market place examples, we will practice generating solutions to common real-world marketing problems.

LEARNING OBJECTIVES

Upon successful completion of this course, students will be able to:

- Explain key concepts of consumer psychology
- Connect these concepts to market place issues and marketing problems
- Analyze the appropriateness of specific marketing activities
- Appreciate how to acquire and analyze empirical evidence to develop, evaluate, and adjust one's marketing strategies
- Practice designing effective marketing strategies based on what we know about consumer psychology

REQUIRED MATERIALS

- **Supplementary Readings (lead role):**
Aside from book chapters that reinforce the course material, I will assign readings from other sources, such as academic papers or news articles. These readings are designed to deepen your understanding of specific topics and/or highlight how course concepts apply to current marketplace practices. They will also guide in-class discussion, so be sure to come prepared. These readings will be posted on the course website (<https://blackboard.usc.edu>). It is your responsibility to obtain these materials if you miss a class session.
- **Textbook (supporting role):**
Hoyer, Wayne D., Deborah J. MacInnis, and Rick Pieters (2012), *Consumer Behavior, 7th Ed.*, Houghton Mifflin Co. Boston: MA. (6th Ed. also works)
- **Blackboard:**
Supplementary readings, assignments, and class notes will be posted on Blackboard, and I may use Blackboard to contact you individually or as a group (e.g., updates to the syllabus, changes regarding an assignment). It is your responsibility to ensure that messages sent via Blackboard can reach you.

COURSE NOTES

A subset of the PowerPoint slides used in class will be posted as course notes on Blackboard. These slides will serve as support (not as a substitute) for the lecture itself and in-class discussion. Note-taking will be necessary to fully capture each session's content. The subset of slides will be posted by 8:00pm the night prior to each class. It is your responsibility to print out these course notes and bring them to class, if so desired.

COURSE FORMAT

This class is designed to combine lecture, discussion, and in-class exercises. Your participation is critical to the success of this course. The more each student contributes to the class—for instance, in the form of questions, current marketplace examples, or an informed opinion—the easier it will be for all of us to clarify theoretical concepts, understand how they play out in the real world, and think critically about the role of consumer psychology within the field of marketing.

COMMUNICATION

For general questions, the easiest way to reach me is via email. Note that I reserve a 24-hour window to respond. For in-depth questions about the course content or other marketing-related topics, a more suitable format may be meeting in person. Feel free to swing by during office hours (Monday, 4:00pm-5:00pm; Wednesday 10:30am-11:30am), or email me to set up an appointment at a different time, if those do not work for you.

GRADING POLICIES

- **Grading Detail**
Final grades will be determined in accordance with the guidelines for undergraduate electives issued by the Marshall School of Business. Final grades

represent how you perform in the class overall as well as relative to other students. Historically, the average grade for this class is about a B. Three aspects are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all graded items (points you received divided by number of points possible)
2. The overall average percentage score within the class
3. Your ranking among all students in the class

Each student will be evaluated based on the following:

ITEM	CONTRIBUTION TO GRADE
Class contribution	10%
Individual assignments	15%
Exam 1	20%
Exam 2	20%
Final Exam	20%
Final Project	15%

- **Class Contribution**

Class contribution will be evaluated based upon the relevance, depth, and consistency of your in-class participation. Attendance is a necessary but not sufficient condition for contributing. Class contribution will encompass quality and quantity of your comments and questions. However, quality will weigh more heavily than quantity. Class contribution will also account for any activity that detracts from our learning experience, such as arriving late or leaving early, talking with fellow students, using electronic devices during class, or making disrespectful comments.

- **Individual Assignments**

Throughout the semester I will ask you to complete several short individual assignments to demonstrate and solidify the knowledge gained in class. While several assignments are already listed in the tentative course schedule, assignments may be changed or added. Announcements to that effect will be made in class. It is your responsibility to stay up to date regarding changed or added assignments.

Assignments are due in hard copy (unless otherwise stated) before the beginning of class. If you are unable to attend class on the day an assignment is due, it is your responsibility to make arrangements for your completed work to be dropped off before the beginning of class.

- **Exams 1 and 2, Final Exam**

Exams will include primarily material covered in lectures, but may also extend to material from the text book, other assigned readings, or exercises. Exams are not directly cumulative, however, knowledge acquired prior to the previous exam(s) will be presumed. Question formats will include multiple choice, short answer, and short essay questions.

Students are expected to complete each exam at the scheduled time. Consistent with University policy, makeup exams will only be granted on the basis of written proof of illness or other emergency or an official University activity. It is your responsibility to notify me and provide official documentation. In the case of an official University activity, it is your responsibility to do so at least one week prior to the scheduled exam date. If you fail to attend an exam session for any other reasons than illness, other emergency, or official University activity, you will receive a grade of zero (0) on that exam.

- **Final Project**

One part of your course grade will stem from delivering (in both oral and written form) a final project. This project will be carried out in groups, rather than individually. You will be responsible for: (a) selecting your team members, (b) coordinating schedules to work on the project, (c) communicating your expectations about the division of labor, (d) preparing one joint presentation and one joint paper, and (e) providing peer evaluations for each member of your group. All team members are expected to contribute equally. Historically, not pulling one's weight on the group project has led to significant reductions in the peer evaluations, which in turn reduces one's grade for the final project. More information on the final project will be discussed in class and posted on Blackboard at a later date. To facilitate group work, one class session will serve as a "project field day."

- **Extra Credit Policy**

There will be no opportunities to earn extra credit.

- **Attendance Policy**

Class attendance is not mandatory (except on exam and group presentation days as well as for guest speaker visits). That said, as described above:

1. Attendance is a necessary component of your class contribution
2. Failing to hand in assignments at the beginning of class will result in grade reductions, and
3. It is your responsibility to acquire all handouts and additional information disseminated in class, and to catch up on the material covered in class.
You do not need to notify me if you cannot make it to class, unless it is an exam, group presentation, or guest speaker visit day, or if you will be unable to attend for an extended period of time.

ACADEMIC INTEGRITY AND CONDUCT

No form of cheating, plagiarism, or dishonest behavior will be tolerated. It is your responsibility to familiarize yourself with the definition of plagiarism. While I encourage students to share ideas, study together, and aid each other in better understanding course concepts, work submitted to me as an individual assignment or exam must, obviously, be yours alone. Likewise, work submitted to me as the final group project should represent equal contributions from all group members (work load, effort, and say). It is your responsibility as a group to work to achieve that goal.

Violations of this code of conduct will be addressed consistent with University policy:

“USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the *intellectual property of others, the expectation that individual work* will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own (plagiarism). Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. All students are expected to understand and abide by the principles discussed in the *SCampus*, the Student Guidebook (www.usc.edu/scampus or <http://scampus.usc.edu>). A discussion of plagiarism appears in *SCampus* (Part B, section II, “Behavior Violating University Standards;” <https://policy.usc.edu/scampus-part-b/>). Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty.”

The University’s policies can be found at: <https://sjacs.usc.edu/students/academic-integrity/> and <http://policy.usc.edu/scientific-misconduct/>. Violations of the academic conduct standards set forth by the University and the respective programs may result in dismissal.

SUPPORT SYSTEMS

- **Students with Disabilities**

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

- **Mental Health and Personal Safety Resources**

- *Student Counseling Services (SCS)* - (213)740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>
- *National Suicide Prevention Lifeline* - 1-800-273-8255 – 24/7 on call
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.
<http://www.suicidepreventionlifeline.org>

- *Relationship & Sexual Violence Prevention Services (RSVP)* – (213)740-4900 - 24/7 on call
Free, confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>
- *Sexual Assault Resource Center*
Information about how to get help or help a survivor, rights, reporting options, and additional resources. <http://sarc.usc.edu/>
- **Bias and Diversity Resources**
 - *Office of Equity and Diversity (OED)/Title IX compliance* – (213)740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. <http://equity.usc.edu>
 - *Bias Assessment Response and Support*
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response.
<https://studentaffairs.usc.edu/ssa/bias-assessment-response-support/>
 - *Student Support & Advocacy* – (213)821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic.
<https://studentaffairs.usc.edu/ssa/>
 - *Diversity at USC*
Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students. <https://diversity.usc.edu/>
- **Language**
Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international students.
- **Emergency Preparedness/Course Continuity**
If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* (<http://emergency.usc.edu/>) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology. Please make sure you can access Blackboard and retrieve course materials and announcements electronically. In the case of an emergency, the use of Blackboard will be critical.

CLASSROOM ETIQUETTE (I.E., PROFESSIONAL CONDUCT)

I am very excited for this class, and I hope you are, too. In order for everyone to get the most out of this class, it is important that members of the course do the following:

- Arrive on time; stay until class is over—traffic in and out the door is disruptive to me lecturing, your fellow students listening, and our shared discussion
- Turn off any personal communication devices—engaging with them during class, much like during a conversation, is considered rude
- Come prepared to participate actively—pre-occupation with eating, completing assignments for other courses, or anything else that you wouldn't do in a business meeting interferes with your ability to contribute

- Allow others to participate actively—letting others finish what they have to say, and treating their experience, opinions, or questions with respect will help us have the most insightful and diverse discussion

No RECORDING/COPYRIGHT NOTICE

It is a violation of the University's Academic Integrity policies (see above) to share course materials without the permission of the instructor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class. Further, no student may record any lecture, class discussion, or meeting with me without my prior express written permission. The word "record" or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi, and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including, but not limited to, all course note-sharing websites. Exceptions are made for students who made arrangements with DSP and me.

Notes made by students based on a university class or lecture may only be used for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings.

PROJECTED COURSE SCHEDULE

Please note that the precise ordering of topics and the specific readings may be adjusted over the course of the semester, in accordance with course progress. Any adjustments will be announced in class.

DATE	DAY	TOPIC	READINGS & ASSIGNMENTS DUE
8/26	Monday	Introduction to the class	Syllabus
8/28	Wednesday	Marketing & Consumer Behavior	Ch. 1
9/2	Monday	No Class – Labor Day	
9/4	Wednesday	Measuring Consumer Behavior I: Qualitative Methods	Ch. 1 Appendix <i>Intro survey completion due</i>
9/9	Monday	Measuring Consumer Behavior II: Quantitative Methods	Article: “The IKEA Effect”
9/11	Wednesday	Motivation, Opportunity, & Ability	Ch. 2
9/16	Monday	Exposure & Attention	Ch. 3
9/18	Wednesday	Sensation & Perception	Article: “Sensory Marketing”
9/23	Monday	Final Project Primer & Recap / Exam Review	<i>JND assignment due</i>
9/25	Wednesday	Exam I	
9/30	Monday (Rosh Hashanah)	Need Recognition & Information Search	Ch. 7
10/2	Wednesday	GUEST: Konrad Ribeiro; Head of Industry, Media & Entertainment at Google	Ch. from “Everybody Lies”
10/7	Monday	Opinion Formation I: High Effort	Ch. 5
10/9	Wednesday (Yom Kippur)	Opinion Formation II: Low Effort	Ch. 6
10/14	Monday (Sukkot)	Evaluation & Choice I: High Effort	Ch. 8 <i>ToRA assignment due</i>
10/16	Wednesday	Evaluation & Choice II: Low Effort	Ch. 9

10/21	Monday (Simchat Torah)	Post-choice Evaluation & Customer Satisfaction	Ch. 10 <i>Decision Rule assignment due</i>
10/23	Wednesday	Final Project Check-in Recap / Exam Review	
10/28	Monday	GUEST: Beth Orozco; Managing Director of Shopper Marketing at E. & J. Gallo Winery	TBD by guest speaker
10/30	Wednesday	Exam II	
11/4	Monday	Choice Architecture	Ch. from "Nudge" <i>Nudging Pros/Cons due</i>
11/6	Wednesday	Social Influence I: Compliance & Persuasion @ ELC	Ch. 11
11/11	Monday	Final Project Group Work Day	
11/13	Wednesday	Social Influence II: Identity & Group Influence	
11/18	Monday	Group presentations	
11/20	Wednesday	Group presentations	
11/25	Monday	Culture & Symbolic Consumption	Ch. 16 <i>Culture memo due</i>
11/27	Wednesday	No Class – Thanksgiving	
12/2	Monday	Consumer Well-being	TED talk: Mike Norton <i>Final Project: Write-up due</i>
12/4	Wednesday	Course Wrap-up Recap / Final Exam Review	
12/13	Friday	Final Exam 12-1:50pm section: 11am-1pm 2-3:50pm section: 2pm-4pm	