

**Commerce 3MB3
Consumer Behavior
Fall 2020 Course Outline**

**Marketing Area
DeGroote School of Business
McMaster University**

COURSE OBJECTIVE

This course is designed to introduce you to key theoretical concepts in consumer behavior and build your ability to apply these concepts to real-world marketing problems.

INSTRUCTOR INFORMATION

Monday Virtual Zoom 11:30-1:10	Tuesday Virtual Zoom 11:30-1:10	Wednesday Virtual Zoom 11:30-1:10	Thursday Virtual Zoom 11:30-1:10
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Dr. Maureen Hupfer

Instructor

hupferm@mcmaster.ca

Office: DSB 213

Office Hours: Office hours will be held through Zoom on Tuesdays 2:30-3:30. You also can contact me through email at any time for help with the course.

Tel: (905) 525-9140, x24101

Course Website: This course has an Avenue learning website at <http://avenue.mcmaster.ca>.

COURSE ELEMENTS

Credit Value: 3	Leadership: Yes	IT skills: No	Global view: Yes
Avenue: Yes	Ethics: Yes	Numeracy: Yes	Written skills: Yes
Participation: Yes	Innovation: Yes	Group work: Yes	Oral skills: Yes
Evidence-based: Yes	Experiential: Yes	Final Exam: Yes	Guest speaker(s): No

COURSE DESCRIPTION

Theory, Business Application and Perspectives

How does who do what and why? The field of consumer behavior attempts to explain and predict the ways in which consumers think and behave in given situations. How do consumers interpret advertising information? Why do people buy? Why not? Who and what are consumers relying upon for information? How can marketers predict behaviors from attitudes? How do consumers make decisions? How do we consume and dispose of products? To answer these questions, consumer behavior draws heavily on the disciplines of psychology, economics, sociology and anthropology. In this course, you will survey the relevant theory and learn how to apply these concepts to real world marketing situations. Class-time discussion of theory always will be supported with examples drawn from past and current business practices as well as consumers' everyday lives; we will be considering the social, ethical, regulatory, environmental and technological contexts in which consumers think and act. This course has a North American emphasis but we also will be comparing and contrasting international examples with consumer behavior in Canada and the United States.

This course stresses understanding, application, and generalization rather than memorization. In every field that you are studying, the body of accepted knowledge is growing and changing at an increasingly rapid rate. Because your success as a marketer will depend in part on your ability to find out about new knowledge and apply it to your own marketing problems, your performance in this course will be evaluated in terms of how well you are able to integrate textbook theory with business facts to arrive at explanations and recommendations.

LEARNING OUTCOMES

Skills-related Objectives

Upon successful completion of this course, students will have acquired experience in:

- preparation for and participation in virtual classroom discussion;
- group project management;
- preparation of written reports that demonstrate professionalism and proficiency in communication;
- presentation skills.

Course Content Mastery Objectives

Upon successful completion of this course, students will:

- understand current psychological, sociological and anthropological theories that provide insight into consumer behavior;
- recognize which theoretical concepts are relevant to a particular decision-making context, demonstrate clearly how these principles apply, and provide responses that are supported with evidence;
- be able to apply theory to address real world marketing problems.

COURSE MATERIALS

Optional

Consumer Behavior: Buying, Having and Being, 7th Canadian Edition.
Solomon, White and Dahl, Prentice-Hall, 2017.

This text is only recommended – not required. You may find it helpful for background reading. You can shop with the Bookstore or look on Amazon. You also could look for an older edition.

The PPT movie presentations that will be posted on Avenue provide comprehensive coverage of the theory and are supported with numerous examples to assist your learning in this course.

Required

One of the three following texts will be required for your group presentation and will be assigned to your group. The text choice will depend on the group that you are in and the scheduled presentation date. These three texts are meant to offer you perspectives that differ from or supplement the Consumer Behavior material that is covered in your virtual class. Note that you can purchase hard copy and share around if you are located near your group members. In addition, all three are available from the library with the “scan one chapter” feature. The following brief descriptions will give you an idea of the topics that are covered.

Alternative 1) *Influence: Science and Practice*, 5th edition. Robert B. Cialdini, Pearson, 2009 (or any other older version/edition).

Amazon Books description: Written in a narrative style combined with scholarly research, Cialdini combines evidence from experimental work with the techniques and strategies he gathered while working as a salesperson, fundraiser, advertiser, and in other positions inside organizations that commonly use compliance tactics to get us to say “yes.” He organizes compliance techniques into six categories based on psychological principles that direct human behavior: reciprocity, consistency, social proof, liking, authority, and scarcity.

Alternative 2) *Happy Money: The Science of Happier Spending*, Elizabeth Dunn and Michael I. Norton, Simon and Schuster, 2013.

Google Books description: Two professors combine their fascinating and cutting-edge research in behavioral science to explain how money can buy happiness—if you follow five core principles of smart spending. Most people recognize that they need professional advice on how to earn, save, and invest their money. When it comes to spending that money, most people just follow their intuitions. But scientific research shows that those intuitions are often wrong. *Happy Money* offers a tour of research on the science of spending, explaining how you can get more happiness for your money.

Alternative 3) Thinking Fast and Slow, Daniel Kahneman, Straus and Giroux, 2011.

Amazon Books description: Two systems drive the way we think and make choices, Daniel Kahneman explains: System One is fast, intuitive, and emotional; System Two is slower, more deliberative, and more logical. Examining how both systems function within the mind, Kahneman exposes the extraordinary capabilities as well as the biases of fast thinking and the pervasive influence of intuitive impressions on our thoughts and our choices. He shows where we can trust our intuitions and how we can tap into the benefits of slow thinking, contrasting this two-system view of the mind with the standard model of the rational economic agent. Kahneman also offers practical and enlightening insights into how choices are made in both our business and personal lives--and how we can guard against the mental glitches that often get us into trouble.

Avenue Website

On this site you will find:

- This course outline;
- Information about using Zoom;
- Information about how to get into your two-person “buddy” group for the first two assignments;
- Information about how to get into your five-person group for the Beyond the Textbook group presentation;
- PowerPoint movies that cover consumer behavior topics;
- Activities for our virtual classroom sessions;
- Information on how the Beyond the Textbook group presentation will be evaluated and some ideas for putting it together;
- Short answer assignments 1 and 2 including instructions for completing these assignments;
- Short answer assignment example questions;
- Short answer term assignment;
- Your marks.

EVALUATION

Learning in this course results from virtual class discussion/engagement as well as out-of-class reading, analysis, and assignment preparation. Your performance will be evaluated on both an individual and a group basis. Group members all will receive the same mark on the short answer assignments and the group presentation, except where poor peer evaluations indicate otherwise. **Late short answer assignments will be penalized 20% for each day they are late, unless the**

two students in the group have submitted and have been approved for a Notification of Absence or MSAF, in which case a one-week extension will be granted.

Extensions cannot be granted for the group presentation because groups are scheduled to run part of the virtual class on their designated presentation date. If extraordinary circumstances prevail, a group may be considered for rescheduling if all group members can supply an approved MSAF.

Components and Weights

Component	Group	Individual	%
“Buddy” group of 2 Short Answer Assignments (2@20% each)	✓		40.0
Group of 5 Presentation: Beyond the Textbook	✓		20.0
Participation		✓	10.0
Short Answer Term Assignment		✓	30.0
Total			100.0

NOTE: The use of a McMaster standard calculator is allowed during examinations in this course. See McMaster calculator policy.

Grade Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

LETTER GRADE	PERCENT	LETTER GRADE	PERCENT
A+	90 - 100	C+	67 - 69
A	85 - 89	C	63 - 66
A-	80 - 84	C-	60 - 62
B+	77 - 79	D+	57 - 59
B	73 - 76	D	53 - 56
B-	70 - 72	D-	50 - 52
		F	00 - 49

Course Component Descriptions

Group Short Answer Assignments (2 @20%)

Students will complete two short answer assignments in “buddy” groups of **two** that apply textbook theory to real-world marketing situations. Further information about the specific content and expected format of these assignments will be posted on Avenue. I have specific expectations for good performance on these assignments and you are expected to read instructions very

carefully. Think about who you want to work with as early in the term as possible; I also can assign you a “buddy” if that is easier for you. **If you prefer, for these components you can work with anyone in the course regardless of the virtual section that they attend. Your first assignment is due Friday Oct 9 at 4:30pm and you should be using Avenue to find your “buddy” by Sept 21 at the latest.**

Participation (10%)

You can earn your participation marks in various ways. For example, you can participate in our virtual Zoom discussions, polls and activities in your scheduled class time or you could post your answer to an activity or discussion question at a time that is convenient for you but that is within the participation mark deadline. To participate in our virtual class, you do need to “attend” in your own section so that I am able to manage the numbers of students who are engaging on any given day. I will start posting participation marks during week 3 and these will be 0 (no evidence of engagement) or 1 (adequate evidence of engagement).

Group Presentation: Beyond the Textbook (20%)

The task here is very flexible and its primary purpose is to provide you with an incentive to read some portion of your group’s assigned text by Cialdini, Dunn and Norton, or Kahneman. Your group is required to produce a 10-minute YouTube presentation for the class that links a concept (or concepts) from our consumer behavior class material with any concept from your assigned text. Your group might decide to film a skit, create a quiz, develop a game show, etc. Further information about the specific content and expected format of this assignment is posted on Avenue. I also will be going over a past in-class presentation that used Cialdini so that you can see how this has been done before.

For this group component, you need to form a group of five people from your own section. You need to work with people from your own virtual class because your group will be running part of the class on your assigned presentation day. Depending on enrollment, we may have a couple of groups four or one of six. You need to use the Avenue group function to sign up for a group/presentation date/assigned text and this should be done by Sept 28 if possible. The first presentations are scheduled for after the Thanksgiving break.

Individual Short Answer Term Assignment (30%)

This assignment is to be done on an individual basis without discussion among your peers and will have the same kinds of questions that you worked with on your “buddy” assignments. Questions may cover any content addressed throughout the term (e.g., cumulative). This assignment is due Dec 14 2:30 pm.

Communication and Feedback

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant. Instructors may conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work” and the link below:

<http://ug.degroot.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained;
2. Improper collaboration in individual work;
3. Copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com, please go to; www.mcmaster.ca/academicintegrity.

ONLINE COURSE COMPONENTS

In this course we will be using Avenue to Learn. Students should be aware that when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure.

If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): <https://reo.mcmaster.ca/>
Hamilton Integrated Research Ethics Board (Medical board): <http://www.hireb.ca/>

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in Commerce 3MB3 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

Commerce 3MB3 Consumer Behavior Fall 2019 Course Schedule

This schedule is subject to change if necessary. You should be checking your McMaster email every day for course-relevant communication.

Week	Dates (M, T, W, TH)	Content
1	Sept 8, 9, 10, 14	Course Outline and Overview Cultural Influences on Consumer Behavior Activity: Eat and Run
2	Sept 15, 16, 17, 21 (Sept 16 add/drop)	Beyond the Textbook Presentation description/example The Creation and Diffusion of Culture Activity: Let the Robot Pick it Up Canadian Identity and Ethnic Subcultures Sept 21 Make sure that you have found a “buddy” (from any section) and have completed the necessary group information on Avenue.
3	Sept 22, 23, 24, 28	Income and Social Class Age Start Group Influence and Social Media Activity: Reference Group Influence Sept 28 Make sure that you found a group of 5 (perhaps four or six depending on enrollment) for the Beyond the Textbook group presentation and have completed the necessary group information on Avenue.
4	Sept 29, 30, Oct 1, 5	Group Influence and Social Media, continued Activity: No One Buys No Name Trainers Family Structure Stop, Start, Continue

5	Oct 6, 7, 8, 19	<p>Perception</p> <p>Start: Learning and Memory Activity: The Pitfalls of Reinforcement</p> <p>Oct 9 Short Answer Assignment 1 due 4:30 pm to Avenue.</p>
<p>Oct 12-16 Thanksgiving Break - Enjoy!</p>		
6	Oct 20, 21, 22, 26	<p>Learning and Memory, continued</p> <p>PRESENTATION #1 Cialdini PRESENTATION #2 Dunn and Norton</p>
7	Oct 27, 28, 29, Nov 2	<p>Motivation and Affect Activity: McGuire's Motivations</p> <p>Start: The Self Note that some material here related to body image and self-concept may act as a personal trigger feature; you may want to consider where you are as well as your social circumstances when you are reviewing this material.</p> <p>PRESENTATION #3 Kahneman PRESENTATION #4 Cialdini</p>

8	Nov 3, 4, 5, 9	<p>The Self, continued Activity: Is There Such a Thing as Women's Toothpaste?</p> <p>Chapter 6: Personality and Lifestyle Activity: Lifestyles</p> <p>PRESENTATION #5 Dunn and Norton PRESENTATION #6 Kahneman</p>
9	Nov 10, 11, 12, 16	<p>Attitudes Activity: Fishbein Attitudes</p> <p>Start Attitude Change and Interactive Communications Note that some material related to fear appeals may act as a personal trigger feature; you may want to consider where you are as well as your social circumstances when you are reviewing this material.</p> <p>PRESENTATION #7 Cialdini PRESENTATION #8 Dunn and Norton</p>
10	Nov 17, 18, 19, 23	<p>Attitude Change, continued</p> <p>Start Individual Decision Making</p> <p><i>Nov 17 Short Answer Assignment 2 due 4:30 pm to Avenue.</i></p>
11	Nov 24, 25, 26, 30	<p>Individual Decision Making, continued Activity: Non-compensatory Decision-making</p> <p>Start Buying and Disposing</p> <p>PRESENTATION #9 Kahneman PRESENTATION #10 Dunn and Norton</p>
12	Dec 1, 2, 3, 7	<p>Buying and Disposing, continued</p> <p>Short Answer Term Assignment Review Due Dec 14 2:30 pm to Avenue.</p>

Final Exams Dec 6-Dec 19