

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Psychology

Course No.: PY 526

Title of Course: Consumer Psychology

Date: 8/15/2015

Please check: **NEW**
 Revision

I. Catalog Description (Credit Hours of Course):

Theory and research related to understanding consumer behavior in terms of product/service perceptions, motivation, purchase decisions, and consumer satisfaction. (3 credit hours)

II. Co- or Prerequisite(s):

None

III. Purposes or Objectives of the Course (optional):

- 1) To provide a broad overview of consumer psychology as a scientific discipline, from classic theories to contemporary research.
- 2) To familiarize students with how consumer psychologists think, how they conduct research, and what the results of the research mean.
- 3) To help students develop numerous skills, including critical analysis, integration, writing, and oral presentation.
- 4) To enable students to critically analyze real-world situations in terms of ideas and principles derived from consumer psychology.

IV. Student Learning Outcomes (Minimum of 3):

- 1) Compare theories and approaches within the field of consumer psychology.
- 2) Describe and discuss important constructs in consumer psychology (e.g., implicit cognition, central vs. peripheral persuasion, mere exposure, prospect theory, etc.).
- 3) Apply numerous principles from consumer psychology to their everyday lives.

V. Optional departmental/college requirements:

N/A

VI. Course Content or Outline (Indicate number of class hours per unit or section):

- A. Introduction to the Study of Consumer Psychology (3 class hours)
- B. Motivation and Perception (3 class hours)
- C. Memory (3 class hours)
- D. Categorization (6 class hours)
- E. Learning and Expertise (3 class hours)
- F. Judgment and Decision Making (3 class hours)
- G. Attitudes and Cognition (6 class hours)
- H. Attitudes and Emotion (6 class hours)
- I. Attitudes and Behavior (6 class hours)
- J. Social Identity (6 class hours)

Please Attach copy of class syllabus and schedule as an example

Signature: _____
Chair

Date: _____

Signature: _____
Dean

Date: _____

PY 526 – CONSUMER PSYCHOLOGY

Section 001
Southeast Missouri State University
Fall 2016

Professor: Jeremy D. Heider, Ph.D.
Class Location: SC 413
Meeting Times: MWF 10:00-10:50
Credit Hours: 3
Department: Psychology (SC 404)
Office Location: SC 414
Office Hours: TR 8:30-10:00; or by appointment
Phone Number: (573) 651-2437
E-mail: jheider@semo.edu

Text & Materials:

Text:

There is no formal textbook for this course.

Required Readings:

A list of required readings will be distributed during the first class meeting. The list will contain, on average, 4-6 readings (book chapters, journal articles) related to each course topic.

Note. A guiding principle in this (and any) course is to **READ EARLY and READ OFTEN**. You will maximize the benefits of class discussions by completing the assigned readings before we cover them in class, and you will be better prepared for assignments if you have read the material more than once. I also encourage you to ask questions, both to foster in-class discussion and to ensure that you have an understanding of what is covered in the textbook and discussions.

Course Description:

Bulletin Description:

Theory and research related to understanding consumer behavior in terms of product/service perceptions, motivation, purchase decisions, and consumer satisfaction.

Dr. J's Description (the real scoop!):

Welcome to consumer psychology! The purpose of this graduate seminar is to provide students with an introduction to topics in consumer psychology from both a historical and contemporary perspective. The class will be organized in a way that allows you to 1) gain exposure to a breadth of consumer behavior topics; 2) gain depth in areas of your choice; and 3) gain practical experience to prepare you for life as a researcher.

Course Objectives:

- To provide a broad overview of consumer psychology as a scientific discipline, from classic theories to contemporary research.
- To familiarize students with how consumer psychologists think, how they conduct research, and what the results of the research mean.
- To help students develop numerous skills, including critical analysis, integration, writing, and oral presentation.
- To enable students to critically analyze real-world situations in terms of ideas and principles derived from consumer psychology.

Student Learning Outcomes (SLOs):

Students with a passing grade in this course should be able to:

- Compare theories and approaches within the field of consumer psychology.
- Describe and discuss important constructs in consumer psychology (e.g., implicit cognition, central vs. peripheral persuasion, mere exposure, prospect theory, etc.).

- Apply numerous principles from consumer psychology to their everyday lives.

Course Requirements:

Discussion Questions:

For each course topic, we will have some class time devoted to discussion. In order to facilitate this discussion, you will be required to prepare a minimum of two discussion questions for each topic. You will e-mail your questions to me (jheider@semo.edu) the evening before class so I can compile them into one list that will be used to guide that day's discussion.

Notes. With limited exceptions, most course topics will include both book chapters and journal articles. In those cases, at least one of your discussion questions should focus on the book chapter(s) and at least one question should focus on an article.

Extension Papers and Presentation:

Consumer psychology is a very research-driven field. One of the most important research skills to develop is *extending* past research by designing new studies to address gaps in the literature. Toward this end, you will write a total of five extension papers over the course of the term.

What is an extension paper? Basically, I want you to imagine you are a researcher interested in the topic discussed within the reading. Now imagine I'm asking you to design the *next* study (or series of studies) in this line of research. In other words, the reading you select as the basis for an extension paper might contain two studies. What do you think Study 3 should be? The key to this process is identifying limitations (i.e., flaws) in the article that you would like to see addressed in future research. Was an important IV or DV left out of the original studies? Is there a better way to operationalize and/or measure one of these variables? Did the original studies examine the wrong (or merely a limited) population? Etc...

Extension papers must be **typed, single-spaced, and between 400 and 500 words in length (seriously!)**. And please remember – grammar and spelling count! Papers with mistakes in these areas will **DEFINITELY** lose points.

Note. I realize this is not an English class. However, good writing skills are fundamental and transcend course topic. Therefore, take the time to write, proofread, and edit your work. These papers can significantly help your course grade or they can hurt it if you do not take them seriously. There are many free resources if you do not feel confident about your writing. You could make an appointment to have me review a draft, make an appointment to meet with a writing tutor in the library, have a friend give you feedback, and so on.

At one point during the semester, you will also be delivering a class presentation based on one of your extension papers. This presentation should be approximately 8-10 minutes in length, and should present a synopsis of your extension idea.

Once an extension paper is graded, I will return it to you via e-mail as a file attachment. This file will include specific feedback regarding your grade, so please do not ask me questions about why you received a certain score unless you have already read my feedback. Also please note that in order to see my feedback in its entirety, *you must view the file on a computer/device that has Microsoft Word*. Most smartphones and tablets do not actually have Word; they merely have a “viewer” app that provides a brief preview of Word documents without actually having the features of the full program.

Film Presentation:

One major assignment for this course is a *film presentation* (approx. 12-15 mins) that applies principles from research in consumer psychology to events depicted in a film or television program. The objective will be to select several scenes from the film/program and discuss how those scenes illustrate principles from the course.

The presentation should open with a description of the film or television program you selected (basic storyline, main characters, etc.). The remainder of the presentation should consist of a series of alternating descriptions – one describing a scene, the next applying research principles to that scene (then another scene description, then the application of principles to that scene, and so on...).

The film you select for your presentation is up to you – as consumer psychology is a field that is broadly applicable in everyday life, its principles can be found in a seemingly endless number of films.

To recap, your presentation should consist of: (a) a brief synopsis of the film; (b) brief descriptions of the scenes you have selected for analysis; (c) the consumer psychological principles you believe are applicable to the scenes (and *why* you believe they are applicable); and, if possible, (d) one or more short clips from the film (total running time: 3 minutes maximum) that illustrate one or more of the principles.

Essay Exam:

To help you to think about and integrate this material, you will be asked to **complete a take-home exam**. In your essay, you MUST address the following:

Select any one of the topics (preferably the one that interests you the most) in this consumer psychology course (e.g., attitudes, categorization, affect, motivation, learning, etc.). Develop and diagram a conceptual framework that integrates “social identity” as a principal psychological mechanism within that particular topic (see the primary readings as examples). Your framework should include both mediating and moderating variables and should paramorphically describe some psychological process and its behavioral and psychological outcomes within some marketing context. Write an essay that describes an empirical test of your framework (e.g., an experiment, correlational field study, mathematical model, etc.). Follow the standard outline: theory & framework, hypotheses, design, procedure, and expected results and include specific operationalizations and perhaps example stimuli. Give as much specific detail as you can. Comment on the limitations and next step(s) of your analysis.

How long should your essay be? As long as it needs to be. “Good” is more important than “long.” However, these kinds of essays tend to be 15 to 20 pages long (double-spaced, excluding references), which is roughly 5,000 to 6,000 words. I prefer writing that is simultaneously complete and concise – if you exceed 30 pages, you are probably not being concise enough. If your essay is 5 pages long, you are probably not being complete enough. Try to be as integrative as you can in your essay – this will be a challenge given the breadth of the topic. Moreover, it would be good to work **in stuff from as many chapters of your assigned readings** as you can when formulating your essay. The better you do this job, the better your grade.

Class Participation:

As noted later in this syllabus (see p. 6), although class attendance is not mandatory, you are expected to attend every class meeting. But beyond mere class attendance, I expect students in my courses to *actively participate* in the learning process by asking questions, contributing to discussions, taking part in class activities and demonstrations, and so on. A small portion of your semester grade will come from the degree to which you fulfill these duties.

Grading Policy:

<i>Material</i>	<i>Possible Points</i>	<i>% of Total Points</i>
Discussion Questions:	30	10%
Extensions:		
Papers (5)	75 (15 per paper)	25%
Presentation	30	10%
Film Presentation:	45	15%
Essay Exam:	90	30%
Class Participation:	30	10%
	300	100%

Grading Scale:

A	=	270-300 pts
B	=	240-269.5
C	=	210-239.5
D	=	180-209.5
F	=	179.5 or less

Note. These grade cutoffs are **FIRM**. In other words, I do not round grades. So if you end up with 269 points (or 268, or 267...), don't even bother asking me if I will round your grade up to an A. I won't.

Attendance Policy (see http://www.semo.edu/pdf/old/2014_Bulletin.pdf, p. 19):

Students are expected to attend all classes and to complete all assignments for courses in which they are enrolled. An absence does not relieve the student of the responsibility to complete all assignments. If an absence is associated with a university-sanctioned activity, the instructor will provide an opportunity for assignment make-up. However, it is the instructor's decision to provide, or not to provide, make-up work related to absences for any other reason.

A student not present for class during the entire initial week of a scheduled course may be removed from the course roster unless the student notifies the instructor by the end of the first week of an intention to attend the class. Questions regarding the removal process should be directed to the Registrar.

In other words, class attendance is extremely important. You are expected to attend **every** scheduled class meeting (see course schedule on pp. 9-10), because lectures, class discussions, activities, demonstrations – and most importantly, **your participation** – are all valuable contributors to your learning. If you know you are going to be late to (or leave early from) class, please come anyway. I would rather have you present for part of class than to miss it completely.

Academic Honesty (see http://www.semo.edu/pdf/old/2014_Bulletin.pdf, pp. 20-23):

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University.

Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty.

Students are responsible for upholding the principles of academic honesty in accordance with the “University Statement of Student Rights” found in the student handbook. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else’s work off as one’s own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one’s own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student’s computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating. Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination’s contents prior to the time of that examination.
2. Copies another student’s work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another.

Translation? **DON’T CHEAT.**

Civility (see <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf>):

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University’s Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

I expect every student in my courses to be good community members by remembering to **CONSIDER THE NEEDS OF OTHERS**. This means a lot of things: (1) If others need help (e.g., asking to see your notes), then help them. (2) Don’t be disruptive in class (e.g., via excessive talking); other people might actually want to pay attention. (3) **SILENCE YOUR CELL PHONES OR OTHER DEVICES THAT MAKE NOISE**. They are annoying. No one cares that you have a phone call, nor do they need to hear what witty song you have as a ringtone. (4) Please **SHOW RESPECT FOR OTHERS’ IDEAS AND OPINIONS**. In this class we may occasionally discuss personal and/or sensitive issues that provoke strong feelings. Please be sensitive to the feelings of others in discussing these issues. Also remember that good people can have differing opinions, and that part of the purpose of the class is to increase your familiarity with how others might think and feel about various issues related to psychology and life.

Accommodations for Students with Disabilities:

Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented. Accommodations are implemented on a case by case basis. For more information visit the following site: <http://www.semo.edu/ds/index.htm> or contact Disability Support Services at 573-651-2273.

Technology:

As noted above, some of your assignments will be written in Microsoft Word and submitted electronically. Southeast provides you with access to both Word and the internet via on-campus computer labs, so all students should have no problems using these technologies for our course.

Unlike some instructors, I **DO** allow the use of portable electronic devices in my classroom (e.g., phones, tablets, laptops, etc.). However, I fully expect these devices to be silenced (see previous section on “Civility”) and primarily used for class-related purposes. For example, if you want to use Google to find a certain fact that might contribute to a class discussion, I encourage you to do so. On the other hand, texting your BFF about Katy Perry’s latest hairstyle is discouraged. I’m not saying I will take your device away in such circumstances, but please know that whenever you use a device for non-class purposes, you are only hurting yourself by missing out on potentially important class-related information.

This course will utilize the **Moodle** online system to facilitate learning and communication. The Moodle page for this class will be used to post course documents such as the course syllabus and lecture notes, and you will also be able to check your grades using this system.

Note: I highly recommend printing out the lecture notes and bringing them to class – your printouts will make a handy place to take additional notes. However, don’t make the mistake of thinking that having access to my PowerPoint notes will serve as a substitute for class attendance. It won’t!!! We will discuss a great deal of information above and beyond what is presented in the slides, so if you make a habit of missing class I can guarantee you will be at a serious disadvantage when it comes time for the exams and other assignments.

To log into Moodle, go to <http://learning.semo.edu>. This will take you to the login page (your user name and password are the same ones you use to log into the mySoutheast portal).

Questions/Comments:

Questions, comments or requests regarding this course should be taken to the instructor. Unresolved issues involving this class may be taken to Dr. Leslee Pollina, Chair of the Department of Psychology (573-651-2835 or lpollina@semo.edu).

Course Calendar:

Note. This proposed schedule is tentative; changes may be made as necessary. If changes are made, they will only be announced in class – so make sure you attend regularly!

Week 1 (8/22, 8/24, 8/26):

Introduction to the Study of Consumer Psychology

Week 2 (8/29, 8/31, 9/2):

Motivation and Perception

NO CLASS MONDAY, 9/5 (LABOR DAY)

Week 3 (9/7, 9/9):

Memory

Week 4 (9/12, 9/14, 9/16):

Categorization

Week 5 (9/19, 9/21, 9/23):

Categorization cont'd

Week 6 (9/26, 9/28, 9/30):

Learning and Expertise

Week 7 (10/3, 10/5, 10/7):

Judgment and Decision Making

Week 8 (10/10, 10/12, 10/14):

Attitudes and Cognition

Week 9 (10/17, 10/19, 10/21):

Attitudes and Cognition cont'd

Week 10 (10/24, 10/26, 10/28):

Attitudes and Emotion

Week 11 (10/31, 11/2, 11/4):

Attitudes and Emotion cont'd

Week 12 (11/7, 11/9, 11/11):

Attitudes and Behavior

Week 13 (11/14, 11/16, 11/18):

Attitudes and Behavior cont'd

NO CLASS MONDAY, 11/21, WEDNESDAY, 11/23, OR FRIDAY, 11/25 (FALL/THANKSGIVING BREAK)

Week 14 (11/28, 11/30, 12/2):

Social Identity

Week 15 (12/5, 12/7, 12/9):

Social Identity cont'd

FINAL EXAM MEETING: MONDAY, 12/12, 10:00-12:00 (regular classroom)