

**EXAMPLE SYLLABUS FROM  
PRIOR SEMESTER**



CONSUMER BEHAVIOR  
IN A DIGITAL WORLD

SPRING 2021

Professor	Adrian F. Ward
Office	[REDACTED]
Office Hours & Location	Friday, 1:00-2:30pm; at personal Zoom link above
E-Mail	[REDACTED]
Course Web Page	via Canvas
Course Time and Location	M / W, 12:30-2:00pm, Zoom (via Canvas)
Teaching Assistant	[REDACTED]

**ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO CHANGE**

THE SYLLABUS WILL BE UPDATED TO REFLECT ANY CHANGES  
ANY AND ALL CHANGES WILL BE ANNOUNCED IN CLASS

**COURSE DESCRIPTION**

This course centers on perhaps the most complex aspect of marketing: the consumer.

Studying consumer behavior involves asking—and answering—the fundamental question of *why* people do the things they do. It enhances understanding of the cognitive, affective, and social mechanisms consumers bring to purchasing, usage, and disposition decisions—and what decisions they make.

In this course, you will gain an understanding of the foundations of consumer behavior. You will also explore how these foundational concepts apply to the “digital world” inhabited by modern consumers—one defined by the interaction of “new” technologies with “old” psychological processes and environments. The digital world is constantly evolving, and the ability to see the “old” behind the “new” will allow insight into consumer behavior no matter what technological innovations or societal shifts the future brings.

Because the study of consumer behavior is the study of *human* behavior, principles from this class are applicable to all aspects of the marketing process.

Finally, because you are (probably) human, principles from this class may also yield insight into your own beliefs, experiences, and decisions. Psychology, the core of consumer behavior, is unique among the sciences in that it is reflexive (that is, it refers to oneself). It urges us to dissect our own experiences and subject our beliefs to the scrutiny of science.

## **COURSE OBJECTIVES**

This course is intended to give you the tools to understand, investigate, and influence consumer behavior “in the wild.” When you are finished with this class, you will take with you:

1. A knowledge base. You will know and understand existing marketing-relevant theory and data in consumer behavior, psychology, and other social sciences.
2. A skillset. You will be able to identify, analyze, interpret, and evaluate data related to consumer behavior.
3. A perspective. You will recognize how foundational concepts related to consumer behavior apply in various contexts (e.g., in the “digital world”)—and how your knowledge and skills can be used to ask novel questions and create novel solutions.

## **READING MATERIALS**

You do not have to purchase any reading materials for this class.

Readings for each class period will be uploaded to Canvas no later than one week in advance of the relevant class. These readings include excerpts from consumer behavior textbooks, chapters from popular press books, news articles, and peer-reviewed research papers. This system minimizes irrelevant/redundant information (and cost!), while enabling exposure to a wide range of sources that may be useful for understanding consumer behavior both during this course and in the future.

You are expected to read all required materials prior to the start of the relevant class. You are not required to read any of the “optional readings;” these are provided for your own edification.

## ASSIGNMENTS AND EVALUATION

Your grade in this course will be determined by the following factors:

Individual Assignments	35 points
Group Project	25 points
Test One	15 points
Test Two	15 points
Contribution	10 points
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<b>Total</b>	100 points

Grade basis:

A+	93-100%	B+	87-89%	C+	77-79%	D+	67-69%
A	93-100%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%
						F	Below 60%

## OVERVIEW OF ASSIGNMENTS

### Individual Assignments

You will complete three short homework assignments, each related to a different research technique used to analyze consumer behavior (Laddering, Conjoint Analysis, Experiments). Detailed instructions for each assignment will be provided both during class and on Canvas. You will write a brief “white paper” for each assignment, and should be prepared to (informally) present your findings to the class on the specified due date.

The Laddering and Conjoint assignments are worth 10 points each; the Experiments assignment is worth 15 points. Assignments must be submitted via Canvas before the beginning of the class period on the specified due date; late papers will receive a 10% grade reduction for every day late, as well as a flat 20% reduction due to ineligibility for peer review. (Peer review is discussed in detail on page 6 of this syllabus.)

For the first two assignments (Laddering, Conjoint), you will collect, analyze, and interpret data from real consumers.

For the third assignment (Experiments), you will propose a behavioral experiment related to a topic of your choice. Your research proposal will be evaluated on its own merits, and will also be used to assign research teams for the Group Project. I encourage you to use this assignment as an opportunity to think both critically and creatively about a personally interesting question—that is, one that you *actually* want to answer. I also encourage you to take advantage of office hours and discuss your ideas with me. I love research!

## Group Project

During the second half of the course, you will be assigned to a group of 3-4 people (depending on class size). Group membership will be determined by me, and will be based on the content of your individual research proposals.

Your group will work together to extract *one* research question from the ideas presented in each individual research proposal. This research question may be created by combining elements of several individual proposals, or may be adapted from just one proposal—in this course, as in business, the goal is to identify the most interesting, important, and tractable idea. Your group will write a 3-5 page group project proposal based on this idea.

After consulting with me, your group will collect and analyze the data necessary for completing your proposed research.

You will report the results of your research in two forms: a group project report, and a group presentation. The group project report may be adapted from the group project proposal, but should be updated to include details about the collection and analysis of data for your group project, as well as a treatment of the implications of these data—you should be making an argument, as opposed to asking a question. Your group's report will be due no later than the start of class on the first group project presentation day, even if your group is scheduled to present at a later date.

Each group presentation will be ~10 minutes long (including time for brief class discussion or comments/questions) and will include: an overview of your idea/question, how this question relates to consumer behavior, why this question is important, how the question might be answered, and what the implications might be. Unlike your proposal, your group presentation must include the collection and analysis of real-world data.

The group project is intended to encourage you to think about your own questions, the connections between different areas of personal interest within your group (e.g., psychological concepts, technologies, industries), and how foundational concepts from consumer behavior can be used to resolve real-world challenges, drive real-world innovation, and offer insight into a diverse set of real-world marketing problems.

A detailed grading rubric for the group project will be uploaded to Canvas when appropriate. Note that your individual grade for the group project will be determined by a combination of (1) a grade assigned to your group by the class, (2) a grade assigned to your group by me, and (3) a grade assigned to you individually by your fellow group members.

### **Some tips for a successful group project:**

Cite all prior work discussed in your presentation and/or report. Do not just say, for example, “research shows X” or “X causes Y.” Provide the full citation (author and year), and convey a sense of whether the point is generally accepted by experts or is up for debate. Innovative arguments can spring from contentious ideas—but it's important to be honest about the foundations of your approach.

You are permitted to divide labor within the group any way you like, keeping in mind that your individual contribution to the group project will likely be reflected in the grade assigned to you by your fellow group members. Although part of the purpose of the project is to enhance presentation skills, it is up to your group to decide who will speak during the presentation; any or all of the members of the group may speak, and no individual will be forced to speak. Note that the group project proposal, report, and presentation afford ample opportunities for all group members to contribute equally.

Resolve disputes within your group (if any) as early as possible. If you are unsatisfied with the direction the group is taking, make your voice heard. If you believe a member of the group is not contributing sufficiently, tell this person as soon as you can. Groups should try to resolve any disputes on their own if at all possible. I will intervene only if intra-group resolution efforts fail, and only if requested by one or more group members. I reserve the right to lower the individual grade of any group member who has not contributed a reasonable share to the group project.

## Tests

There will be two tests: one immediately before spring break and one on the last day of class. Test questions will focus on both the lecture and the required readings. Each test will include a mix of multiple choice and scenario-based short-answer questions. The second test will be comprehensive; however, there will be a heavier focus on newer course material (i.e., content discussed after spring break). More information about the structure of each test will be provided prior to each test date.

## Contribution

Contribution to the course will be evaluated based on the *quality* of your contribution to the learning environment. Despite the virtual context, you will have ample opportunity to contribute to the class by asking questions and providing insights from your own experiences during lectures, presenting the results of your research to the class, participating in breakout rooms, responding to warm-calling\*, and demonstrating respect for your peers.

\*“Warm-calling” is differentiated from “cold-calling” by the fact that you should *expect* warm-calling. I will randomly select students to summarize course-related reading material, and you should be prepared to do so at any time. You should also be prepared to discuss in-class assignments when called on throughout the term.

The default contribution grade is a 9/10. Consistent positive contributions to the class will raise this grade; consistent negative contributions (i.e., behavior that demonstrates disrespect toward your peers and/or the learning environment) will lower it.

## Attendance policy:

I strongly encourage you to “attend” class live. However, I believe that you are ultimately in charge of your own learning, and I will not take attendance.

## PEER REVIEW

Each **individual assignment** will be evaluated using peer review. Peer review accelerates the learning process by allowing you to see how others think and get feedback from a variety of perspectives. Plus, knowing your work will be seen by your peers is often a good motivator!

All peer review will take place on the Canvas platform. Within 24 hours of the due date for each assignment, you will receive three randomly selected white papers completed by your peers. You will be provided with an evaluation rubric, as well as a few questions to guide your feedback.

Peer reviews for the Laddering and Conjoint assignments will be due by 11:59pm Saturday of the week in which they are received. This allows you (the student) at least five days to complete your reviews, and gives us (the professor and TA) approximately one day to review the reviews and lock in the grades. Keeping to this schedule will ensure that all white papers have been reviewed and graded within one week of their original due date.

Peer reviews for the Experiment assignment will be due by 11:59pm Friday of the last week of spring break. However, you are welcome to complete them sooner.

Peer reviews constitute 20% of your grade for each assignment. If you score a 100% on the white paper but fail to complete your peer reviews, you will receive an 80% for the assignment as a whole.

Please see the Peer Review Guidelines on Canvas for further details.

### Revisions following peer review

If you wish to revise your white paper after receiving feedback from your peers, you have one week to do so. Grades for revised assignments may be adjusted by up to 50% of the points lost on the original submission (e.g., an assignment with an original grade of 7/10 can be brought up to an 8.5/10).

### Challenges to peer review

If you believe that the grade provided by your peers is inaccurate and/or unfair, you may challenge the grade by (1) grading your own work using the assigned rubric and (2) explaining why your self-evaluation diverges from those provided by your peers. If you wish to pursue this option, please contact your TA within one week of receiving your grade.

## **POLICIES AND RESOURCES: Diversity, Accessibility, and Inclusion**

### **Diversity and Inclusion**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

### **Students with Disabilities**

If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). You may refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations.

### **Religious Holy Days**

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

### **Harassment Reporting Requirements**

[Senate Bill 212 \(SB 212\)](#), which goes into effect as of January 1, 2020, is a Texas State Law that requires all employees (both faculty and staff) at a public or private post-secondary institution to promptly report any knowledge of any incidents of sexual assault, sexual harassment, dating violence, or stalking "committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident". Please note that both the instructor and the TA for this class are mandatory reporters and MUST share with the Title IX office any information about sexual harassment/assault shared with us by a student whether in-person or as part of a journal or other class assignment. Note that a report to the Title IX office does not obligate a victim to take any action, but this type of information CANNOT be kept strictly confidential except when shared with designated confidential employees. A confidential employee is someone a student can go to and talk about a Title IX matter without triggering that employee to have to report the situation to have it automatically investigated. A list of confidential employees is available on the [Title IX website](#).

## **POLICIES AND RESOURCES: Course Materials and Recordings**

### **Sharing of Course Materials is Prohibited**

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

### **FERPA and Class Recordings**

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings. Guidance on public access to class recordings can be found [here](#).



## **POLICIES AND RESOURCES: Academic Integrity**

### **Academic Integrity (University of Texas)**

Each student in the course is expected to abide by the University of Texas Honor Code:

**“As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.”**

This means that work you produce on assignments, tests and exams is all your own work, unless it is assigned as group work. I will make it clear for each test, exam or assignment whether collaboration is encouraged or not. Always cite your sources. If you use words or ideas that are not your own (or that you have used in previous class), you must make that clear otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty Policy, which can be found at the following web address: [http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

### **Policy on Scholastic Dishonesty (McCombs School of Business)**

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program's Statement on Scholastic Dishonesty at <http://www.mcombs.utexas.edu/BBA/Code-of-Ethics.aspx>. By teaching this course, I have agreed to observe all faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all student responsibilities described in that document. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

### **Plagiarism Detection**

Students should be aware that all required writing assignments may be submitted to a plagiarism-detection tool such as Turnitin.com. Turnitin is a software resource intended to address plagiarism and improper citation. The software works by cross-referencing submitted materials with an archived database of journals, essay, newspaper articles, books, and other published work. In addition, other methods may be used to determine the originality of the paper. This software is not intended to replace or substitute for the faculty member's judgment regarding detection of plagiarism.

## **POLICIES AND RESOURCES: Safety and Services**

### **Campus Safety**

Please note the following recommendations regarding emergency evacuation, provided by the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety>:

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation should inform the instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Behavior Concerns Advice Line (BCAL): 512-232-5050
- Further information regarding emergency evacuation routes and emergency procedures can be found at: <http://www.utexas.edu/emergency>.

### **University Resources for Students**

#### **The Sanger Learning Center**

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

#### **The University Writing Center**

The University Writing Center offers free, individualized, expert help with writing for any UT student, by appointment or on a drop-in basis. Consultants help students develop strategies to improve their writing. The assistance we provide is intended to foster students' resourcefulness and self-reliance. <http://uwc.utexas.edu/>

#### **Counseling and Mental Health Center**

The Counseling and Mental Health Center (CMHC) provides counseling, psychiatric, consultation, and prevention services that facilitate students' academic and life goals and enhance their personal growth and well-being. <http://cmhc.utexas.edu/>

#### **Student Emergency Services**

<http://deanofstudents.utexas.edu/emergency/>

#### **ITS**

Need help with technology? <http://www.utexas.edu/its/>

#### **Libraries**

Need help searching for information? <http://www.lib.utexas.edu/>

#### **Canvas**

Canvas help is available 24/7 at <https://utexas.instructure.com/courses/633028/pages/student-tutorials>

## SCHEDULE

★SCHEDULE IS SUBJECT TO CHANGE / TESTING AND DUE DATES WILL NOT CHANGE★

### Why and how to investigate consumer behavior

Class	Date	Topic	Readings (to be completed <i>before</i> class)
1	Wed, Jan 20	Introduction to Consumer Behavior and Consumer Research	--
2	Mon, Jan 25	Research Methods in Consumer Behavior	<p><i>How We Know What Isn't So</i> (Gilovich, 1991)</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Chapter 11: Challenging dubious beliefs: The role of social science</li> </ul> <p><i>The Why Axis</i> (Gneezy and List, 2013)</p> <ul style="list-style-type: none"> <li>• Chapter 11: Why is today's business manager an endangered species? Creating a culture of experimentation at your business (pp. 212-239)</li> </ul> <p><b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li>• "The fourfold path to figuring out what your customers really want" (Billington, <i>Harvard Management Update</i>, 1998)</li> <li>• "Big data is only half the data marketers need" (Rasmussen and Hansen, <i>Harvard Business Review</i>, 2015)</li> </ul>

### Goal pursuit and limited resources

Class	Date	Topic	Readings (to be completed <i>before</i> class)
3	Wed, Jan 27	Motivation, Ability, and Opportunity	<p><i>Consumer Behavior</i> (Hoyer, MacInnis and Pieters, 2013)</p> <ul style="list-style-type: none"> <li>• Chapter 2: Motivation, ability, and opportunity (pp. 44-65)</li> </ul>
4	Mon, Feb 1	MAO in the Digital Age: Overloaded and Fatigued	<p><b><u>DUE: Laddering White Paper (12:29pm Monday)</u></b></p> <p><i>The Smarter Screen</i> (Benartzi and Lehrer, 2015)</p> <ul style="list-style-type: none"> <li>• Chapter 1: The mental screen (pp. 9-37)</li> </ul> <p><b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li>• "Do you suffer from decision fatigue?" (Tierney, <i>New York Times Magazine</i>, 2011)</li> <li>• "Ego depletion, motivation and attention: A new model of self-control" (McNerney, <i>BigThink</i>, 2012)</li> </ul>

## Attention and perception

Class	Date	Topic	Readings (to be completed <i>before</i> class)
5	Wed, Feb 3	Attention and Perception, Part I (Attention)	<p><i>The Smarter Screen</i> (Benartzi and Lehrer, 2015)</p> <ul style="list-style-type: none"> <li>Chapter 3: Display biases (pp. 62-79)</li> </ul> <p><b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li>“The rising cost of consumer attention: Why you should care, and what you can do about it” (Teixeira, <i>HBS Working Paper</i>, 2014)</li> <li>“The brand-ness of strangers” (Walker, <i>The New York Times</i>, 2008)</li> </ul>
6	Mon, Feb 8	Attention and Perception, Part II (Perception)	<p><b><u>DUE: Laddering Peer Review (11:59pm Saturday)</u></b></p> <p>“Try it, you’ll like it” (Lee, Frederick and Ariely, <i>Psychological Science</i>, 2006)</p> <p>“What placebo science shows about the importance of marketing” (Dooley, <i>Forbes</i>, 2014)</p> <p><b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li><i>Predictably Irrational</i> (Ariely, 2008), Chapter 9: The effect of expectations (pp. 155-172)</li> <li><i>Predictably Irrational</i> (Ariely, 2008), Chapter 10: The power of price (pp. 173-194)</li> </ul>

## Learning and memory

Class	Date	Topic	Readings (to be completed <i>before</i> class)
7	Wed, Feb 10	Learning and Memory	<p><i>The Smarter Screen</i> (Benartzi and Lehrer, 2015)</p> <ul style="list-style-type: none"> <li>Chapter 5: Desirable difficulty (pp. 117-137)</li> </ul> <p>“The seven sins of memory” (Schacter, <i>Psychology Today</i>, 2001)</p> <p><b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li><i>Thinking Fast and Slow</i> (Kahneman, 2011), Chapter 4: The associative machine (pp. 50-58) and Chapter 5: Cognitive ease (pp. 59-70)</li> <li>“The seven sins of memory and their implications for advertising” (Percy, <i>Advances in Consumer Research</i>, 2003)</li> </ul>

8	Mon, Feb 15	Cognitive Offloading and the “Google Effect”	<p><b><u>DUE: Conjoint White Paper (12:29pm Monday)</u></b></p> <p>“How smartphones hijack our minds” (Carr, <i>Wall Street Journal</i>, 2017)</p> <p>“How Google is changing your brain” (Wegner and Ward, <i>Scientific American</i>, 2013)</p> <p><b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li>• <i>Natural Born Cyborgs</i> (Clark, 2003), Introduction (pp. 3-11)</li> <li>• “Transactive memory: A contemporary analysis of the group mind” (Wegner, in <i>Theories of Group Behavior</i>, 1986)</li> <li>• “The rise and impact of digital amnesia” (Kaspersky Labs, 2015)</li> </ul>
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### Attitudes and persuasion

Class	Date	Topic	Readings (to be completed <i>before</i> class)
9	Wed, Feb 17	Attitudes	<p><i>Consumer Behavior and Marketing Strategy</i> (Peter and Olson, 2010)</p> <ul style="list-style-type: none"> <li>• Chapter 6: Attitudes and intentions (pp. 126-145)</li> </ul> <p>“How to think about implicit bias” (Payne, Niemi and Doris, <i>Scientific American</i>, 2018)</p> <p><b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li>• “Track customer attitudes to predict their behaviors” (Reinart, <i>Harvard Business Review</i>, 2014)</li> </ul>

10	Mon, Feb 22	Workshop: Hypothesis Testing with Experimental Research	<b><u>DUE: Conjoint Peer Review (11:59pm Saturday)</u></b>
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11	Wed, Feb 24	Persuasion (Attitude Change)	<p>“Central and peripheral routes to advertising effectiveness” (Petty, Cacioppo and Schumann, <i>Journal of Consumer Research</i>, 1983)</p> <p>“Why consumers rebel against slogans” (Laran, Dalton and Andrade, <i>Harvard Business Review</i>, 2011)</p> <p><b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li>• “Can training eliminate biases?” (Scheiber and Abrams, <i>The New York Times</i>, 2018)</li> </ul>
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**Review and test one**

<b>Class</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b> (to be completed <i>before</i> class)
12	Mon, March 1	Test One Review	<u><b>DUE: Expt. White Paper (12:29pm Monday)</b></u>
13	Wed, March 3	<b>TEST ONE</b>	--
	March 8 March 10	No Class!	
	March 15 March 17	<b>SPRING BREAK</b>	<u><b>DUE: Expt. Peer Review (11:59pm Friday, March 19)</b></u>

### Behavioral research “in the wild” (pt. 1)

Class	Date	Topic	Readings (to be completed <i>before</i> class)
14	Mon, March 22	A/B Testing	<p>“The A/B Test: Inside the technology that’s changing the rules of business” (Christian, <i>Wired</i>, 2012)</p> <p>Podcast: “The trust engineers” (<i>Radiolab</i>, 2015)</p>

### Judgment and decision-making

Class	Date	Topic	Readings (to be completed <i>before</i> class)
15	Wed, March 24	Judgment and Decision-Making, Part I	<p><b>NOTE:</b> Readings below cover Classes 15 <i>and</i> 16</p> <p><i>Thinking Fast and Slow</i> (Kahneman, 2011)</p> <ul style="list-style-type: none"> <li>• Chapter 1: The characters of the story (pp. 19-30)</li> <li>• Chapter 2: Attention and effort (pp. 31-38)</li> <li>• Chapter 3: The lazy controller (pp. 39-49)</li> </ul> <p>“The brain in your pocket: Evidence that smartphones are used to supplant thinking” (Barr et al., <i>Computers in Human Behavior</i>, 2015)</p> <p><b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li>• “Online decision making: What really drives customers to choose one option over another” (Margalit, <i>Forbes</i>, 2014)</li> <li>• <i>Predictably Irrational</i> (Ariely, 2008), Chapter 1: The truth about relativity (pp. 1-21)</li> </ul>
16	Mon, March 29	Judgment and Decision-Making, Part II	(see above)

**Consumers and consumption, in context**

Class	Date	Topic	Readings (to be completed <i>before</i> class)
17	Wed, March 31	Post-Purchase Processes: Satisfaction and Regret	<p><b><u>DUE: Group Project Proposal (12:29pm Wed.)</u></b></p> <p>“The tyranny of choice” (<i>The Economist</i>, 2010)</p> <p><b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li>• “How to delight your customers” (Berman, <i>California Management Review</i>, 2005)</li> <li>• “Online retailers should care more about the post-purchase experience” (Sharma, <i>Harvard Business Review</i>, 2016)</li> </ul>
18	Mon, April 5	Social Influence	<p><i>Nudge</i> (Thaler and Sunstein, 2009)</p> <ul style="list-style-type: none"> <li>• Chapter 3: Following the Herd</li> </ul> <p><b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li>• “The science of persuasion” (Cialdini, <i>Scientific American Mind</i>, 2001)</li> </ul>

**Data matter(s)**

Class	Date	Topic	Readings (to be completed <i>before</i> class)
19	Wed, April 7	Digital Footprints	<p>“The data that turned the world upside down” (Grassegger and Krogerus, <i>Motherboard</i>, 2017)</p> <p>“Amazon knows what you buy. And it’s building a big ad business from it.” (Weise, <i>The New York Times</i>, 2019)</p> <p><b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li>• “How companies learn your secrets” (Duhigg, <i>The New York Times Magazine</i>, 2012)</li> <li>• “How Netflix is turning viewers into puppets” (Leonard, <i>Salon</i>, 2013)</li> </ul>
20	Mon, April 12	Artificial Intelligence and the “Internet of Things”	<p>“The dark secret at the heart of AI” (Knight, <i>MIT Technology Review</i>, 2017)</p> <p>“Researchers combat gender and racial bias in Artificial Intelligence” (Bass and Huet, <i>Bloomberg</i>, 2017)</p>



			<p><b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li>• “What if online movie ratings weren’t based almost entirely on what men think?” (Hickey, <i>FiveThirtyEight</i>, 2018)</li> <li>• “Machine bias” (Angwin et al, <i>ProPublica</i>, 2016)</li> <li>• “Algorithm may decide who is a ‘contributing member of society,’ civil rights group warn” (Weill, <i>Daily Beast</i>, 2017)</li> <li>• “What is the Internet of Things?” (Burgess, <i>Wired</i>, 2018)</li> <li>• “This thermometer tells your temperature, then tells firms where to advertise” (Maheshwari, <i>The New York Times</i>, 2018)</li> </ul>
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Our digital future			
Class	Date	Topic	Readings (to be completed <i>before</i> class)
21	Wed, April 14	“Virtual” Reality: How Tech Distorts Truth, Desire, and Connection	<p>TBD</p> <p><b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li>• “Supernormal: How the Internet is Changing Our Memories and Our Minds” (Ward, <i>Psychological Inquiry</i>, 2013)</li> <li>• “Welcome to Hyperreality: Where the Physical and Virtual Worlds Converge” (Bakhtiari, <i>Forbes</i>, 2020)</li> </ul>
22	Mon, April 19	Consumer Behavior in a (post)-COVID World	<p>“How Jobs, Bosses and Firms May Improve After the Crisis” (Grant, <i>The Economist</i>, 2020)</p> <p>“Why Coming Up with Effective Interventions to Address COVID-19 Is So Hard” (Lewis Jr., <i>FiveThirtyEight</i>, 2020)</p> <p><b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li>• “Beyond Politics—Promoting Covid-19 Vaccination in the United States” (Wood and Schulman, <i>The New England Journal of Medicine</i>, 2021)</li> </ul>

### Technology and consumer welfare

Class	Date	Topic	Readings (to be completed <i>before</i> class)
23	Wed, April 21	Happy and Healthy in a Digital World	<p>“If money doesn’t make you happy, then you probably aren’t spending it right” (Dunn, Gilbert and Wilson, <i>Journal of Consumer Psychology</i>, 2011)</p> <p>“Increasing Social Connection While Social Distancing” (Lieberman and Schroeder, <i>Behavioral Scientist</i>, 2020)</p> <p><b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li>• “Why Zoom Meetings are So Dissatisfying” (Johnson, <i>The Economist</i>, 2020)</li> </ul>

### Behavioral research “in the wild” (pt. 2)

Class	Date	Topic	Readings (to be completed <i>before</i> class)
24 + 25	April 26 + April 28	Group Project Presentations	<b><u>DUE: Group Project White Paper (ALL papers due at 12:29pm Monday, April 26)</u></b>

### Course wrap-up and test two

Class	Date	Topic	Readings (to be completed <i>before</i> class)
26	Mon, May 3	Course Wrap-Up and Review	--
27	Wed, May 5	<b>TEST TWO</b>	--

## QUICK REFERENCE: ASSIGNMENTS & DUE DATES

★ ALL ASSIGNMENTS ARE DUE ON THE DATE/TIME SHOWN IN THE “DUE” COLUMN ★

CLASS		ASSIGNMENT		
Date	Topic	Open	Due	
Jan 20	(Wed)	Intro		
Jan 25	(Mon)	Consumer Research	Laddering	
Jan 27	(Wed)	MAO		
Feb 1	(Mon)	Overload & Fatigue		Laddering White Paper (12:29pm, Feb 1)
Feb 3	(Wed)	Attention		
Feb 8	(Mon)	Perception	Conjoint	Laddering Peer Review (11:59pm, Feb 6)
Feb 10	(Wed)	Learning & Memory I		
Feb 15	(Mon)	Learning & Memory II		Conjoint White Paper (12:29pm, Feb 15)
Feb 17	(Wed)	Attitudes		
Feb 22	(Mon)	Research Workshop	Experiment	Conjoint Peer Review (11:59pm, Feb 20)
Feb 24	(Wed)	Persuasion		
Mar 1	(Mon)	Test I Review		Expt. White Paper (12:29pm, Mar 1)
Mar 3	(Wed)	Test I		
Mar 8	(Mon)	No Class		Experiment Peer Review
Mar 10	(Wed)	No Class		↓
Mar 15	(Mon)	Spring Break		↓
Mar 17	(Wed)	Spring Break		DUE 11:59pm Friday, March 19
Mar 22	(Mon)	A/B Testing	Group Project	
Mar 24	(Wed)	JDM I		
Mar 29	(Mon)	JDM II		
Mar 31	(Wed)	Satisfaction & Regret		Project Proposal (12:29pm, Mar 31)
Apr 5	(Mon)	Social Influence		
Apr 7	(Wed)	Digital Footprints		
Apr 12	(Mon)	AI and IoT		
Apr 14	(Wed)	Virtual Reality		
Apr 19	(Mon)	Covid-19		
Apr 21	(Wed)	Tech and Well-Being		
Apr 26	(Mon)	Project Presentations		Project Report (12:29pm, Apr 26)
Apr 28	(Wed)	Project Presentations		
May 3	(Mon)	Test II Review		
May 5	(Wed)	Test II		