

Buyer Behavior
Marketing 3250
Fall 2008
MWF, 2:00 - 2:50

Instructor: Caleb Warren

Office: Koelbel 469

Email: caleb.warren@colorado.edu

Telephone: 617-240-1749 (please no late night or early morning calls)

Office Hours: Wednesday 3 - 5 or by appointment

I. Course Description:

Marketing begins and ends with the consumer from determining the consumers' wants and needs to providing customer satisfaction. Thus, a clear understanding of the principles and concepts of consumer behavior is critical to creating a successful marketing strategy.

This class examines how psychological and cultural processes influence how people buy, use, or experience products and services. By taking this class you should learn to analyze consumer behavior and be able to recommend marketing strategies based on theory and empirical evidence.

II. Course Objectives:

- To gain a deeper understanding of how the consumer contributes to the success of a brand or firm
- To learn the concepts underlying and theories explaining consumer behavior
- To learn how to implement these theories and concepts into effective marketing strategies
- To intelligently express your insights into consumer behavior in informal discussion, formal presentation, and written prose
- To gain a better understanding of yourself as a consumer

III. Readings:

The readings are necessary for you to optimally benefit from and participate in class discussions and will form the bulk of the material you will need to know for exams and homework projects. The readings and lectures are not intended to be substitutes for one another and often cover different material.

There are two required books for the class:

- Hoyer, Wayne D. and Deborah J. MacInnis, *Consumer Behavior*, Houghton Mifflin: Boston, MA.

- Holt, Douglas (2004), *How Brands Become Icons: The Principles of Cultural Branding*, Cambridge, MA: Harvard Business School Press.

Optional Books

- Birnbach, Lisa (1980), *The Preppy Handbook*, New York: Workman Publishing.
- Heath and Potter (2004), *Nation of Rebels: Why Counterculture Became Consumer Culture*, New York: Harper Collins.
- Lanham, Robert (2003), *The Hipster Handbook*, New York: Anchor.
- Solomon, Michael R. (2007), *Consumer Behavior* (7 ed.): Prentice Hall.

Other required readings will be available through the library reserves. You will be able to access these online through the library on-line reserve or check out a hard copy from the Business Library.

IV. Grading

Attendance and Participation **15%**

Tests

Quizzes (best 2 out of 3)	20%
Final	25%
Total	45%

Homework Projects

Brand Name Project*	10%
Advertising Project*	10%
Segmentation Project*	10%
Cultural Branding Project	10%
Total	40%

Class Discussion Contributions

I will evaluate your participation in class discussion based upon the following criteria:

- Preparation – Do you come to class having read the assigned material? (Note that if you don't come to class at all, you can't contribute to the discussion.)
- Content understanding and integration -- Do you follow the flow of class discussion and build on others' ideas? When you do not understand something, do you ask questions? Are you an active participant in in-class group discussion?
- Creativity -- Do you generate your own insights and applications?

- Curiosity and interest -- What degree of curiosity, interest, and enthusiasm do you bring to the classroom?
- Supplemental activities -- Do you bring in examples from the "real world" that demonstrate concepts or are related to issues we are discussing in class?

Attendance

You are required to attend class. If you know you will be missing class, please let me know in advance. Show up on time. Late arrivals will not earn full attendance credit.

Exams

You will take four exams, three quizzes and one final. Quiz questions will be in multiple-choice format. You get to drop one of the three quizzes. If you cannot take a quiz for any reason, you can drop this one. If you take all three quizzes, you get to drop your lowest score. The quizzes will cover all of the topics covered up to the date of the quiz. The final will be longer and more comprehensive than the quizzes. It will include multiple-choice, short answer, and long answer/essay questions.

Homework Projects

You will complete four homework projects during the semester. These projects will allow you to use your own ideas to apply concepts learned in class and in the readings. Three of these projects (the ones with an "*" next to them) can be completed in small groups of up to three people. ***You may not work with any of the same group members on more than one project*** (i.e. if you work with someone on the "Brand Name Project" you cannot work with that person on either the "Advertising Project" or the "Segmentation Project"). The "Cultural Branding Project" you must complete on your own. Detailed instructions for these projects will be provided in future handouts.

Extra Credit

You will have several opportunities to earn extra-credit by performing or participating in consumer research. The amount of extra credit will depend upon the time-requirements of the particular assignment.

Challenging Grades or Test Questions

If you feel that a grade you received or a question on an exam is incorrect you may submit a written challenge to your grade or exam question. Please include three things in your challenge: 1- why you believe the grade or question is incorrect, 2- what you would like me to do to fix the situation, and 3- any evidence (from the readings, class notes, etc.) that supports your argument. I will review all challenges and respond to them within a week of receiving them.

V. Important Dates

- Monday, 8/25: 1st day of class
- Monday, 9/4: Labor Day, no class
- Friday, 9/19: Brand Name Project Due
- Friday, 9/26: Quiz 1
- Monday, 10/13 – Friday, 10/17: Advertising Project Presentations
- Friday, 10/24: Study day, no class.
- Monday, 10/27: Quiz 2
- Friday, 11/14: Segmentation Project Due
- Friday, 11/21: Quiz 3
- Monday, 11/24 – 11/28: Thanksgiving Break, no class
- Friday, 12/5: Cultural Branding Project Due
- Monday, 12/15, 4:30pm: Final

VI. Course Content and Readings

Section 1: Introduction

- Skim text Ch.1 & 2

Section 2: Consumer Psychology

- Goals/Motivation
 - Text Ch.3
- Representation
 - Text Ch.5
- Perception
 - Text Ch.4
- Learning
 - Solomon Ch.3, pp. 83-97
- Memory
 - Text Ch.8

Section 3: Attitudes and Decision Making

- Attitudes & Persuasion
 - Solomon CH.7, pp. 241-249
 - Text Ch.6&7
- Information Search
 - Text Ch.9
- Decision Making
 - Text Ch.10&11
- Satisfaction
 - Text Ch.12

Section 4: Individual Differences and Segmentation

- Demographics
- Psychographics
 - Text Ch.13 & 15
 - Excerpts from Lanham, Robert (2003), *The Hipster Handbook*, New York: Anchor.
 - pp. 1-4, 12-16, 26-28, 32-34, 42-45, 56-60, 66-68, 79-82, 90-92, 99-101, 112-115
 - Excerpts from Birnbach, Lisa (1980), *The Preppy Handbook*, New York: Workman Publishing.
 - pp. 15-18, 20-21, 27, 34-35, 48-49, 98-99, 114-115, 121-122, 164-171, 192-193.

Section 5: Social and Cultural Influences

- Social Influences
 - Text Ch.16
- The self
 - Solomon Ch.5, pp. 155-163
 - Sante, Luc (1999), "Be Different (Like Everybody Else!)" *New York Times Magazine* (October 17), 136-140.
- Symbolic consumption
 - Holt, Douglas (2004), *How Brands Become Icons: The Principles of Cultural Branding*, Cambridge, MA: Harvard Business School Press.
- Status consumption
 - Text ch.14, pp. 329-348
 - Heath, Joseph and Andrew Potter (2004), *Nation of Rebels: Why Counterculture Became Consumer Culture*, New York: HarperCollins.
 - Chapter 4: "I Hate Myself and I Want to Buy"
 - Chapter 7: "From Status Seeking to Coolhunting"
 - Leland, John (2004), *Hip: The History*, Harper Collins: New York.
 - Introduction, "What is Hip? Superficial Reflections on America" pp. 4-16.
 - Gladwell, Malcolm (1997), "The Coolhunt", *The New Yorker*, March 17, 78-88.
- Diffusion of consumer culture
 - Text Ch.17
 - Letscher, Martin G. (1994), "How to Tell Fads from Trends," *American Demographics* (December), 38-45.

UNIVERSITY OF COLORADO HONOR CODE

Honor is about academic integrity, moral and ethical conduct, and pride of membership in a community that values academic achievement and individual responsibility. Cultivating honor lays the foundation for lifelong integrity, developing in each of us the courage and insight to make difficult choices and accept responsibility for actions and their consequences, even at personal cost.

As citizens of an academic community of trust, University of Colorado, Boulder students do not lie or cheat whether they are on campus or acting as representatives of the university in surrounding communities. Neither should they suffer by the dishonest acts of others.

The purpose of an honor code at the University of Colorado at Boulder is to secure an environment where academic integrity, and the resulting behavior, can flourish. The honor code recognizes the importance of honesty, trust, fairness, respect, and responsibility and wishes these principles to be a defining part of the CU-Boulder campus. The honor code allows all students to have responsibility for, and the ability to attain, appropriate recognition for their academic and personal achievements.

Research by the Center of Academic Integrity at Duke University details the value of honor codes. On campuses without honor codes, 20 to 25 percent of students reported that they had cheated on more than three tests and examinations. On campuses with honor codes, only 6.25 percent reported cheating at this level. Evidence also indicates that institutions with student-managed honor codes are highly successful in alleviating indiscretions and promoting an academically honorable community, as compared to equivalent institutions without student-managed honor codes. Also, research conducted by Donald McCabe, a professor at Rutgers University, found that “45 percent of the survey respondents on campuses with no honor code admitted to one or more incidents of serious test or examination cheating; only 29 percent did so on the campuses with a modified honor code.” The lowest levels of cheating were found on campuses where students had exclusive responsibility for the campus honor code.

If a student is found in violation of the honor code his/her record will be maintained for 5 years and in accordance with FERPA. A record will be kept not only in the honor code office but also in the school/college of which the student is a member.

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>.

The Honor Code pledge: “On my honor, as a University of Colorado at Boulder student, I have neither given nor received unauthorized assistance on this work.”

ACCOMMODATIONS FOR DISABILITIES

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed.

Disability Services determines accommodations based on documented disabilities (303-492-8671, Willard 322, www.colorado.edu/disabilityservices).

RELIGIOUS OBSERVANCE

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please notify me of any anticipated conflicts as early in the semester as possible so that there is adequate time to make necessary arrangements.

http://www.colorado.edu/policies/fac_relig.html.

A comprehensive calendar of the religious holidays most commonly observed by CU-Boulder students can be found at <http://www.interfaithcalendar.org/>.