



## BEHAVIORAL APPLICATIONS IN MARKETING - I

B70.4381 – Doctoral Seminar – Fall 2007

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Wednesday, 12:30-3:30 pm, unless otherwise specified  
Marketing Department Conference Room (Tisch 819)

### Course Objectives

- ❑ To familiarize you with research in social psychology and marketing on information processing related topics that helps you to understand and develop marketing strategies that affect consumer behavior.
- ❑ To give you a strong foundation for critical thinking in the area of consumer behavior.
- ❑ To enable you to conceptualize, operationalize, and develop research ideas.

Therefore, the focus is on *understanding* current theoretical and methodological approaches to various aspects of consumer behavior, as well as *advancing* this knowledge by developing testable hypotheses and theoretical perspectives that build on the current knowledge base. This means that you have to *actively* read prior research in different areas -- try to understand the authors' ideas and develop the habit of constructive criticism of the research. To encourage this habit, please consider the role of author of certain papers may be assigned to some students in the class and the role of reviewer assigned to others.

### Readings

As a field, consumer behavior is heavily influenced by work in other social science disciplines. The readings represent past and present work mostly in consumer behavior as I have made a conscious attempt to include readings primarily from marketing journals. (I assume that if you have an intrinsic interest in this kind of research, you will be taking other related courses in psychology.) When you read each article, make sure you understand the boundaries, i.e., what are the questions that the paper seeks to address, and more importantly, what questions remain unanswered. Also pay specific attention to the methodologies employed by empirical papers in addressing the research objectives. Come to class with your own ideas on each topic that we can then discuss.

### Guests

This semester we have the pleasure of interacting with a few guests who are going to be visiting us with the purpose of discussing their specific areas of research. This is a unique opportunity to learn from the experts themselves, and I hope you enjoy this process as much as I'm sure I will!

## Grade Components

Your grade in this class will be based on the following components:

- ❑ Class participation (40%)
- ❑ Assignment: Play Reviewer (10%)
- ❑ Research Proposal
  - In-class presentation (10%)
  - Written proposal (40%)

Each of these is described below:

### 1. *Class Participation*

For every class session, a student will have the responsibility to briefly present one assigned paper. I will randomly assign a paper to a student and while every student may not end up presenting in every session, it is my hope that by the end of the semester, all students would have presented approximately an equal number of papers.

As the “presenter,” you will need to summarize what was done in the paper, and as well as make a critical assessment of the paper. This responsibility entails two things: (i) guiding the class discussion on the paper, and (ii) bringing a one-page (*no longer than 1 page, please!*) summary of the paper to class – please make copies for the whole class.

- (i) When guiding the class discussion, please do not summarize the paper (since everyone will have read it, and the written summary will serve as a memory cue for everyone). Rather, prepare a 10-minute (maximum) presentation of the following:
- ❑ What are the central findings of this paper?
  - ❑ Why do you think this paper was published? In other words, how does it contribute to our knowledge?
  - ❑ What would you have done differently to test the hypotheses?
  - ❑ Are there any alternate explanations to the results?
  - ❑ What may be some specific future research directions? Pick one to discuss.

Please also be prepared to answer questions that your student colleagues may have about details of the paper that were unclear to them.

- (ii) For the written summary, make sure to examine the stated objective and positioning of the research, the hypotheses, the methodology, the results, and 2-3 sentences of actual contribution.

In addition, please read *all* the papers that have been assigned for each day.

Your class participation grade will be determined by:

- ❑ active discussion of the papers, as well as
- ❑ your presentation and critique of the assigned papers.

## 2. *Assignment: Play Reviewer*

The second component of your grade is an assignment where I will give you a paper that is currently under review at a journal. You will be asked to pretend that you are the reviewer of this manuscript. You will then write a 2-3 page review of this paper for the authors (see <http://jcr.wisc.edu/instr-revs.htm> for JCR's instructions to reviewers and reviewing criteria), and a letter to the Editor with your recommendations. Your review is to be critical and constructive, and you have to point out the theoretical and practical value of the paper, and how these could be enhanced with more experiments, theory-building, etc. Please note that this assignment is to prepare you for your life as an author and reviewer, rather than to create anxiety.

## 3. *Research Proposal*

This is the final component of your grade. You can choose a topic of interest to you, and in doing so feel free to go beyond the topics that we discuss in class. Please understand that in this seminar we merely scratch the surface as far as breadth of topics and depth within a topic are concerned. I had to exercise severe restraint in deciding on topics and papers. Your research paper should reflect in-depth reading in your selected area and this involves going beyond papers discussed in class. This will allow you to gain knowledge in areas that interest you as the course provides only an overview of each area.

A brief Outline of your research idea is due around the sixth week of class; in this outline you will write a couple of paragraphs about the topic area you wish to pursue for the final proposal that you will be working on during the semester, and present on the last day of class.

Your final Research Proposal should address the following: (a) a literature review of the area in which you seek to submit a research proposal, together with the basic propositions you seek to investigate; and, (b) a write-up of the experimental design and methodology that you propose to employ to address your research question. You are not required to conduct any empirical data collection or analysis for this project. However, you are required to develop a proposal that is detailed enough in terms of hypotheses to be tested, experimental design, method and procedure, so that I am able to assess the proposal carefully and give you constructive comments. More details about the requirements for this component of your grade can be found in the Appendix of this syllabus.

You will be presenting your proposal to your classmates on the last day of class, Wed, 12/5. Your final written proposal is due on Wed, 12/12.

## Recommended Books

Here are some books that provide nice overviews of the different topics that are relevant to this course.

Bettman, James R. (1979), *An Information Processing Theory of Consumer Behavior*, Reading, Mass: Addison-Wesley.

Cialdini, Robert B. (2007), *Influence: The Psychology of Persuasion*, NY: William Morrow.

Eagly, Alice H. and Shelley Chaiken (1993), *The Psychology of Attitudes*, Harcourt Brace Jovanovich, Orlando, FL.

Fishbein, Martin and Izek Ajzen (1975), *Belief, Attitude, Intention, and Behavior: An Introduction to Theory and Research*. Reading, MA: Addison-Wesley.

Fiske, Susan T. and Shelly E. Taylor (1991), *Social Cognition*, Addison-Wesley Publishing Company: Reading, Mass.

Kunda, Ziva (2001), *Social Congition: Making Sense of People*, The MIT Press, Cambridge, MA.

Loftus, Elizabeth F. (1996), *Eyewitness Testimony*, Harvard University Press, Cambridge, MA.

Medin, Douglas L., Brian H. Ross, and Arthur Markman (2001), *Cognitive Psychology*, Orlando: Harcourt.

Uleman, James S. and John A. Bargh (1989), *Unintended Thought*, The Guilford Press, New York: NY.

### TENTATIVE COURSE OUTLINE

Session #	Date	Topic	Guests/ <i>Deadlines</i>
1	Wed, 9/5	Course Introduction and Defining Consumer Research	
2	Wed, 9/12	Perception, Attention, Search	
3	Fri, 9/21, 3:30-6:30 pm, at Columbia*	Inferencing (with Columbia and Wharton students)	Gita V. Johar
4	Wed, 9/26	Learning, Preference Formation, and Knowledge	
5	Fri, 10/5, 3-6 pm, Tisch 819*	Categorization	Amitav Chakravarti
6	Wed, 10/10	Attitudes and Choice	<ul style="list-style-type: none"> <li>• <i>Outline of Research Proposal idea due.</i></li> <li>• <i>Paper for "Play Reviewer" will be assigned.</i></li> </ul>
7	Fri, 10/19, 3-6 pm, at Stern, Tisch 819*	Memory and Judgment (with Columbia students)	Geeta Menon
8	Wed, 10/24	Context Effects in Judgments	
9	Wed, 10/31	The Role of Emotions	<i>"Play Reviewer" assignment due.</i>
10	Wed, 11/7	Fluency Effects	Manoj Thomas
11	Wed, 11/14	Automatic/Nonconscious Processes	Patti Williams
Week of Wed, 11/21 - Thanksgiving Break			
12	Wed, 11/28	Course Review: What Have We Learned and What Constitutes Consumer Research in Hindsight?	
13	Wed, 12/5	In-class Presentations of Research Proposals	<i>Final written Research Proposals due on Wed, 12/12.</i>

Note. Classes that are marked "\*" are at a different time from the regularly scheduled time of Wed, 12:30-3:30.

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## SESSION #1: COURSE INTRODUCTION

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We will spend some time during this session discussing the syllabus and class requirements. In addition, we will begin a preliminary discussion about what consumer research is.

**What to pep for class:** (if you have time)

Please look through the most recent issue of the *Journal of Consumer Research (JCR)* and the *Journal of Personality and Social Psychology (JPSP)*.

**Discussion questions:**

- ❑ How you would define consumer research?
- ❑ How is consumer research different from research in basic disciplines such as psychology?
- ❑ What is the difference between a paper that is published in the *JCR* and the *JPSP*? In other words, what kind of a paper would you send to *JCR* and would this paper be different from one that you would send to *JPSP*, and vice versa?

While I expect all students to have thought about these questions, 2<sup>nd</sup> year students (and the very knowledgeable 3<sup>rd</sup> years, should they attend) beware! – I’m going to rely on you to stimulate the discussion in this area.

**Reading:**

Deighton, John (2007), “The Territory of Consumer Research: Walking the Fences,”  
Editorial, *Journal of Consumer Research*, September (in press).

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## SESSION #2: PERCEPTION, ATTENTION, AND SEARCH

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What we perceive and encode depends on what we attend to and search for, which in turn depends on many factors (some of which we can control). External factors often affect how we attend to certain stimuli. At the same time, our own prior knowledge and experience also determines what we attend to in our environment.

### Discussion questions:

Think of the following issues when you read the assigned papers:

- ❑ What are the factors that influence the encoding of marketing stimuli (e.g., ads)? Consider factors related to the stimulus as well as the perceiver (i.e., the consumer).
- ❑ How much attention do consumers pay when they choose packaged goods?
- ❑ What consumer-related factors can affect the extent of search?
- ❑ What types of studies should be conducted to further our knowledge of consumer search?

### Readings:

Gorn, Gerry, Amitava Chattopadhyay, Jaideep Sengupta, and Shashank Tripathi (2004), "Waiting for the Web: How Screen Color Affects Time Perception," *Journal of Marketing Research*, 41 (May), 215-225.

Balcetis, Emily and David Dunning (2006), "See What You Want to See: Motivational Influences on Visual Perception," *Journal of Personality and Social Psychology*, 91 (4), 612-625.

Shapiro, Stewart, Deborah MacInnis, and Susan Heckler (1997), "The Effect of Incidental Ad Exposure on the Formation of Consideration Sets," *Journal of Consumer Research*, 24 (June), 94-104.

Hoyer, Wayne D. (1984), "An Examination of Consumer Decision Making for a Common Repeat-Purchase Product," *Journal of Consumer Research*, 11 (December), 822-829.

Tybout, Alice M., Bobby J. Calder, and Brian Sternthal (1981), "Using Information Processing Theory to Design Marketing Strategies," *Journal of Marketing Research*, 18 (1), 73-79.

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### SESSION #3: INFERENCE

Guest: Gita V. Johar, Columbia University

<http://www0.gsb.columbia.edu/whoswho/bio.cfm?UNI=gvj1>

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In this class we will first discuss consumers' use of incomplete information to form inferences. Inferences can be content-related such as information about specific brand attributes missing in advertising or about brand personality or about the source of information. We will discuss when and why such inferences are made.

#### Discussion Questions:

- ❑ What is an inference? What types of inferences do consumers make?
- ❑ What inference rules do consumers use? When are the different rules likely to be used? How can you assess the perceived reliability of each rule?
- ❑ Under what conditions do people make inferences? When are these inferences likely to be spontaneous? How can you measure spontaneity?
- ❑ Come up with your own contingency-based model of inference making.
- ❑ What do you think prevents people from updating their beliefs in many cases? When are priors especially likely to be sticky?

#### Readings:

Kardes, Frank R., Steven S. Posavac, and Maria L. Cronley (2004), "Consumer Inference: A Review of Processes, Bases, and Judgment Contexts," *Journal of Consumer Psychology*, 14 (3), 230-256.

Kardes, Frank. R. et al. (2004), "The Role of Selective Information Processing in Price-Quality Inference," *Journal of Consumer Research*, 31(September), 368-374.

Johar, Gita V. and Carolyn Simmons (2000), "The Use of Concurrent Disclosures to Correct Invalid Inferences," *Journal of Consumer Research*, March, 307-322.

Pham, Michel T. and Gita V. Johar (1997), "Contingent Processes of Source Identification," *Journal of Consumer Research*, 24 (December), 249-265.

Johar, Gita V., Jaideep Sengupta and Jennifer Aaker (2005), "Two Roads to Updating Brand Personality Impressions: Trait versus Evaluative Inferencing," *Journal of Marketing Research*, (November), 458-469.

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## SESSION #4: LEARNING, PREFERENCE FORMATION AND KNOWLEDGE

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In this class we will start with a discussion of consumer learning based on classical conditioning theory. We will then discuss how consumer knowledge about product categories and brands are used in judgments.

### Discussion Questions:

- ❑ What is learning? Differentiate between associative and cognitive learning.
- ❑ Compare priming effects to conditioning effects.
- ❑ Define consumer knowledge. What are the different types of knowledge? How does it develop over time?
- ❑ What are the effects of knowledge on information acquisition, evaluation strategies, and evaluation?

### Readings:

#### Classical Conditioning:

Shimp, Terence, Eleanore W. Stuart, and Randall W. Engle (1991), "A Program of Classical Conditioning Experiments Testing Variations in The Conditioned Stimulus and Context," *Journal of Consumer Research*, 18(June), 1-12.

#### Preference Formation:

Hoch, Stephen J. and Young-Won Ha (1986), "Consumer Learning: Advertising and the Ambiguity of Product Experience," *Journal of Consumer Research*, 13, 221-133.

Carpenter, Gregory and Kent Nakamoto (1989), "Consumer Preference Formation and Pioneering Advantage," *Journal of Marketing Research*, 26 (August), 285-299.

#### Knowledge and Memory:

Brucks, Merrie (1985), "The Effects of Product Class Knowledge on Information Search Behavior," *Journal of Consumer Research*, 12 (June), 1-16.

Menon, Geeta (1993), "The Effects of Accessibility of Information in Memory on Judgments of Behavioral Frequencies," *Journal of Consumer Research*, 20 (December), 431-440.

*Skim:* Alba, Joseph W. and J. Wes Hutchinson (1987), "Dimensions of Consumer Expertise," *Journal of Consumer Research*, 13 (March), 411-454.

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## SESSION #5: CATEGORIZATION

Guest: Amitav Chakravarti, New York University

<http://pages.stern.nyu.edu/~achakrav/>

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Categorization is the fundamental cognitive activity of arranging objects, events, and entities around us into meaningful groups and categories. It therefore plays a critical role in a wide variety of judgments and decisions that we commonly undertake.

### Discussion Questions:

- ❑ Why is categorization important to study?
- ❑ Descriptive issues related to categorization:
  - How are categories represented in memory?
  - How do these categories develop?
  - What are the different kinds of categories?
  - What are the bases for categorization decisions?
- ❑ How has the literature in marketing typically approached the categorization literature? Use illustrations from research on brand extensions, new product evaluations, and brand positioning.
- ❑ How does the act of categorization have important consequences for both the target decision in question, as well as several unrelated and independent decision contexts?

### Readings:

- Sujan, Mita, and James R. Bettman (1989), "The Effects of Brand Positioning Strategies on Consumer's Brand and Category Perceptions: Some Insights From Schema Research," *Journal of Marketing Research*, 26 (4), 454-467.
- Boush, David M., and Loken, Barbara (1991), "A Process-Tracing Study of Brand Extension Evaluation," *Journal of Marketing Research*, XXVIII, 16-28.
- Gregan-Paxton, Jennifer, Steve Hoeffler, and Min Zhao (2005), "When Categorization is Ambiguous: Factors that Facilitate the Use of a Multiple Category Inference Strategy," *Journal of Consumer Psychology*, 15 (2), 127-140.
- Moreau, C. Page, Arthur B. Markman, and Donald R. Lehmann (2001), "'What Is It?'" Categorization Flexibility and Consumers' Responses to Really New Products," *Journal of Consumer Research*, 27 (4), 489-498.
- Chakravarti, Amitav, Chris Janiszewski, and Gülden Ülkümen (2006), "The Neglect of Prescreening Information," *Journal of Marketing Research*, 43 (November), 642-653.

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## SESSION #6: ATTITUDES AND CHOICE

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The area of attitudes is one of the most researched areas in social psychology. Early research in the area was concerned with structural models looking at information integration and components of attitudes. In the last decade, attention has shifted to process models which consider how attitudes are formed. One such process model is the *Elaboration Likelihood Model* and the paper by Petty et al. has an application of this model in consumer behavior.

More recently, there are some ideas and measurement-related issues put forth by Greenwald on implicit attitudes. Before this class, go to [http://www.tolerance.org/hidden\\_bias/index.html](http://www.tolerance.org/hidden_bias/index.html), choose a domain, (e.g., gender, race etc.) and complete the online Implicit Attitude Test for that domain. Print a copy of your results. Consider the test and analyze its procedure and theoretical assumptions in the Greenwald et al paper. Come to class prepared to discuss these issues.

### Discussion Questions:

- ❑ How are attitudes formed?
- ❑ Are the central and peripheral routes (or the systematic and heuristic routes) to persuasion mutually exclusive?
- ❑ Under what conditions are attitudes updated? What are some of the mechanisms by which such updating takes place?

### Readings:

Petty, Richard E., John Cacioppo, and David Schumann (1983), "Central and Peripheral Routes to Advertising Effectiveness: The Moderating Role of Involvement," *Journal of Consumer Research*, 10 (September), 135-146.

Greenwald et al. (1998), "Measuring Individual Differences in Implicit Cognition: The IAT," *Journal of Personality and Social Psychology*, 74(6), 1464-1480.

Sengupta, Jaideep and Gavan J. Fitzsimons (2000), "The Effects of Analyzing Reasons for Brand Preferences: Disruption or Reinforcement," *Journal of Marketing Research*, 37(3), 318-330.

Aaker, Jennifer, Susan Fournier and S. Adam Brasel (2004), "When Good Brands Do Bad," *Journal of Consumer Research*, 31 (June), 1-18.

Morales, Andrea C. and Gavan J. Fitzsimons (2007), "Product Contagion: Changing Consumer Evaluations through Physical Contact with "Disgusting" Products," *Journal of Marketing Research*, 44 (May), 272-283.

- Watch a video discussing this research:  
[http://faculty.fuqua.duke.edu/~gavan/bio/links\\_to\\_pdfs.htm](http://faculty.fuqua.duke.edu/~gavan/bio/links_to_pdfs.htm)

Meyvis, Tom and Alan Cooke (2007), "Learning From Mixed Feedback: Anticipation of the Future Reduces Appreciation of the Present," *Journal of Consumer Research*, 34 (August), 200-211.

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## SESSION #7: MEMORY AND JUDGMENT

(with Columbia students)

Guest: Geeta Menon, New York University

<http://pages.stern.nyu.edu/~gmenon/>

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When consumers make judgments, what is accessible in memory plays a big role in the judgment-making process. However, there could be other intervening factors that affect how and when such accessible information is used in judgments and choice. In this session, we will discuss a few of these factors.

### Discussion Questions:

- ❑ What are some of the factors that affect information accessibility?
- ❑ When is accessible information diagnostic?
- ❑ What is the relevance of these constructs for consumer judgment and choice?

### Readings:

Lynch, John G., Jr. (2004), "Accessible but Nondiagnostic Memories about Memory and Consumer Choice," in Abbie Griffin and Cele Otnes (Eds.), *16th Paul D. Converse Symposium*, Chicago: American Marketing Association, 88-115.

Ahluwalia, Rohini and Zeynep Gurhan-Canli (2000), "The Effects of Extensions on the Family Brand Name: An Accessibility-Diagnosticity Perspective," 27 (December), 371-381.

Menon, Geeta, Priya Raghuram and Norbert Schwarz (1995), "Behavioral Frequency Judgments: An Accessibility-Diagnosticity Framework," *Journal of Consumer Research*, 22 (September), 212-228.

Menon, Geeta and Priya Raghuram (2003), "Ease-of-Retrieval as an Automatic Input in Judgments: A Mere-Accessibility Framework?" *Journal of Consumer Research*, 30 (September), 230-243.

Tybout, Alice M., Brian Sternthal, Prashanth Malaviya, George Bakamitsos, and Se-Bum Park (2005), "Information Accessibility as a Moderator of Judgments: The Role of Content versus Retrieval Ease," *Journal of Consumer Research*, 32 (June), 76-85.

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## SESSION #8: CONTEXT EFFECTS IN JUDGMENTS

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In this session, we will discuss the role of contextual factors on judgments. We will discuss the broad question of the conditions under which judgments are consistent with (or assimilated with), versus contrasted with, other information or prior judgments.

### Discussion Questions:

- ❑ What are assimilation and contrast effects? Operationally, how do researchers detect assimilation and contrast effects?
- ❑ How might the type of information rendered accessible by the context influence the nature and direction of context effects on judgments?
- ❑ What theoretical constructs affect whether people construct an evaluation versus retrieve an existing evaluation from memory?
- ❑ How might context effects that occur at encoding differ from those that occur at retrieval? How does the role of processing capacity on context effects vary at encoding versus retrieval?

### Readings:

Schwarz, Norbert and Herbert Bless (1992), "Constructing Reality and its Alternatives: An Inclusion/Exclusion Model of Assimilation and Contrast Effects in Social Judgments," in Leonard L. Martin and Abraham Tesser (eds.), *The Construction of Social Judgments*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Meyers-Levy, Joan and Alice M. Tybout (1997), "Context Effects at Encoding and Judgment in Consumption Settings: The Role of Cognitive Resources," *Journal of Consumer Research*, 24 (June), 1-14.

Menon, Geeta, Lauren Block and Suresh Ramanathan (2002), "We're at as Much Risk as We're Led to Believe...: Effects of Message Cues on Judgments of Health Risk," *Journal of Consumer Research*, 28 (March).

Lynch, John G., Jr., Dipankar Chakravarti, and Anusree Mitra (1991), "Contrast Effects in Consumer Judgments: Changes in Mental Representations or in the Anchoring or Rating Scales?" *Journal of Consumer Research*, 18 (December), 284-297.

Raghubir, Priya and Aradhna Krishna (1999), "Vital Dimensions in Volume Perception: Can the Eye Fool the Stomach," *Journal of Marketing Research*, 36, 313-326.

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## SESSION #9: THE ROLE OF EMOTIONS

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Emotions can work in at least two ways: They can affect the outcome of decisions we make, and they can be affected by these very same decisions. In this session, we will spend time trying to understand some of the mechanisms by which emotions operate.

### Discussion Questions:

- ❑ Are affect, emotions and mood all different terms for the same phenomenon?
- ❑ What is the contribution of appraisal dimensions to the emotions literature?
- ❑ Develop a research idea in a consumption context based on the readings for today.

### Readings:

*Overview paper:* Zajonc, Robert B. and Hazel Markus (1982), "Affective and Cognitive Factors in Preferences," *Journal of Consumer Research*, 9 (Sept), 123-131.

Raghunathan, Rajagopal and Yaacov Trope (2002), "Walking the Tightrope Between Feeling Good and Being Accurate: Mood as a Resource in Processing Persuasive Messages," *Journal of Personality and Social Psychology*, 83 (September), 510-525.

Lerner, Jennifer S. and Dacher Keltner (2000), "Beyond Valence: Toward a Model of Emotion-Specific Influences on Judgment and Choice," *Cognition and Emotion*, 14 (July), 473-493.

Tiedens, Larissa and Susan Linton (2001), "Judgment Under Emotional Certainty and Uncertainty: The Effects of Specific Emotions on Information Processing," *Journal of Personality and Social Psychology*, 81 (December), 973-988.

Richins, Marsha (1997), "Measuring Emotions in the Consumption Experience," *Journal of Consumer Research*, 24 (September), 1997, 127-146.

Agrawal, Nidhi, Geeta Menon, and Jennifer L. Aaker (2007), "Getting Emotional About Health," *Journal of Marketing Research*, 44 (February), 100-113.

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## SESSION #10: FLUENCY EFFECTS

Guest: Manoj Thomas, Cornell University

<http://www.johnson.cornell.edu/faculty/profiles/mThomas/>

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Over the past two decades psychologists have shown that our judgments and decisions are influenced not only by information content, but also by the subjective ease or difficulty with which the information is perceived and processed. Such phenomena fall in the realm of fluency effects, which will be the focus of this session.

### Discussion Questions:

- ❑ How prevalent are fluency effects in everyday decision making? Indicate your response on a scale of 1 to 10, where 1= “rarely” and 10 = “everyday” and justify your answer.
- ❑ Are fluency effects based on affective or cognitive responses?
- ❑ Availability, ease and fluency: Are these different terms for the same effect or are these different effects?
- ❑ Are fluency effects conscious or non-conscious? If fluency effects are non-conscious, then how can consumers articulate the underlying naïve theory?

### Readings:

Whittlesea, Bruce W. A (1993), “Illusions of Familiarity,” *Journal-of-Experimental-Psychology: Learning, Memory, and Cognition*, 19 (6), 1235-1253.

Schwarz, Norbert (2004), “Metacognitive Experiences in Consumer Judgment and Decision Making,” *Journal of Consumer Psychology*, 14 (4), 332-348.

Lee, Angela Y., Labroo, Aparna A (2004) “The Effect of Conceptual and Perceptual Fluency on Brand Evaluation,” *Journal of Marketing Research*, 41 (2), 151-165.

Koriat, Asher, Hilit Ma'ayan, and Ravit Nussinson (2006) “The Intricate Relationships Between Monitoring and Control in Metacognition: Lessons for the Cause-and-Effect Relation Between Subjective Experience and Behavior,” *Journal of Experimental Psychology: General*, 135 (1), 36-69.

Janiszewski, Chris and Elise Chandon (2007), “Transfer-Appropriate Processing, Response Fluency, and the Mere Measurement Effect,” *Journal of Marketing Research*, 44 (May), 309-323.

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## SESSION #11: AUTOMATIC/NONCONSCIOUS PROCESSES

Guest: Patti Williams, University of Pennsylvania

<http://www.wharton.upenn.edu/faculty/williams.html>

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In this session, we return to an issue that we have touched upon in previous sessions (e.g., in discussions on implicit memory, priming, fluency). This time, we will try to pin down what it means for a process to be automatic. We will also highlight why this distinction is important for consumer behavior research.

### Discussion Questions:

- ❑ Why is automaticity important to study?
- ❑ What kinds of consumer processes are automatic?
- ❑ What kinds of consumer processes are *not* automatic?
- ❑ How do you demonstrate automaticity?
- ❑ What's next in the automaticity literature?

### Readings

Bargh, John A. and Tanya L. Chartrand (1999), "The Unbearable Automaticity of Being," *American Psychologist*, 54, 462-479.

Diksterhuis, Ap and Loran F. Nordgren (2006), "A Theory of Unconscious Thought," *Perspectives on Psychological Science*, Vol 1 (2), 95-109.

Ferguson, Melissa J. (2007), "On the Automatic Evaluation of End-States," *Journal of Personality and Social Psychology*, 92, 4, 596-611.

Wheeler, S. Christian and Jonah Berger (forthcoming), "When the Same Prime Leads to Different Effects," *Journal of Consumer Research*, 34, (October).

Fitzsimons, Gavan J., Joseph Nunes and Patti Williams (2007), "License to Sin: The Liberating Role of Reporting Expectations," *Journal of Consumer Research*, 34 (June), 22-31.

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## SESSION #12: COURSE REVIEW

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### Discussion Questions

- ❑ What is the debate between Holbrook/O'Shaughnessy and Calder/Tybout about?
- ❑ Where do you stand on this issue?
- ❑ Develop your own definition of consumer research based on these readings.

### Readings (read articles in the order listed below)

- Holbrook, Morris B. (1987), "What is Consumer Research?," *Journal of Consumer Research*, 14, 128-132.
- Calder, Bobby J. and Akice M. Tybout (1987), "What Consumer Research is ...," *Journal of Consumer Research*, 14, 136-140.
- Kernan, Jerome B. (1987), "Chasing the Holy Grail," *Journal of Consumer Research*, 14, 133-135.
- Holbrook, Morris B. and John O'Shaughnessy (1988), "On the Scientific Status of Consumer Research and the Need for an Interpretive Approach to Studying Consumption Behavior," *Journal of Consumer Research*, 15 (December), 398-402.
- Kardes, Frank R. (1996), "In Defense of Experimental Consumer Psychology," *Journal of Consumer Psychology*, 5 (3), 279-296.
- Wells, William (1993), "Discovery-oriented Consumer Research," *Journal of Consumer Research*, 19 (March), 489-503.
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### SESSION #13: IN-CLASS PRESENTATION OF RESEARCH PROPOSALS

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Your presentation of the research proposal in class should adhere to the following guidelines:

- ❑ Please plan for no more than 20 minutes and allow about 5 minutes for questions at the end.
- ❑ In the time allotted give an overview of:
  - What you are researching?
  - What is the intended contribution?
  - What are your research hypotheses and how are these derived from the literature?
  - What is your experimental methodology?
  - Highlight some unanswered questions and directions for future research.
- ❑ You may use PowerPoint slides, but please limit the information on each slide. This is good practice for all the research presentations that I know you have coming to you in your future life as academics!

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**APPENDIX:  
GUIDELINES FOR YOUR RESEARCH PROPOSALS**

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You should select an issue meriting research and develop a detailed research proposal. Your research proposal should reflect the various considerations discussed during the semester. It should be sufficiently detailed so that you can implement the research and collect data. There is an absolute 30-page limit, inclusive of references (mandatory), tables (optional) and figures (optional).

Write with the reader in mind --- try to assume the readers perspective when writing, reviewing, and editing your paper!

*Introduction* - Positioning and Overview of the Paper

- ❑ Importance - big picture - knowing the literature and important issues
- ❑ State purpose very early
- ❑ Issue in marketing/conceptual issue/combination of the two
- ❑ State main findings

*Literature Review and Hypotheses*

- ❑ Use only what you need for the case at hand
- ❑ Use subheads and overviews of coming points - try to have a logical flow
- ❑ Summarize main points you want the reader to get
- ❑ Hypotheses - explicit or not?

*Method*

- ❑ Overview
- ❑ Sections - Participants, Design, Procedure, Measures, Analyses Plan

*General Discussion*

- ❑ Summary
- ❑ Relate back to introduction and purpose - conclusions
- ❑ Some issues better in discussion than up front
- ❑ Limitations and future research

*References*

*JCR style sheet*

- ❑ Please follow the *JCR* manuscript submission guidelines for your proposal. This is located at: <http://jcr.wisc.edu/newstylesheet.pdf>