

# 23123 Consumer Psychology, 5ECTS

## SP1, 1.8.-28.8.2022

### Course description

This course focuses on internal and external concepts in consumer and marketing psychology. During the course, you will learn about current research on consumer behavior from a consumer psychology perspective. You will learn about consumer perceptions, how consumers are influenced by external factors, how companies use such influence to their advantage, and to analyze the ethicality of such influences.

### Learning goals

You have knowledge about the central theories, concepts, and models in psychology in general as well as consumer behavior. You are able to analyze consumers' reactions towards marketing tactics based on knowledge about consumers' psychological processes.

### After taking this course, you will be able to

- describe, compare, and use in research key concepts and theories from the fields of psychological and behavioral consumer research
- evaluate the ethicality of marketing tactics based on consumer psychology research

Course workload: 134 hours of which 20 hours in class (2h introduction, 6\*3h lectures)

### Literature:

Solomon, M.R. (2015). *Consumer behavior: Buying, having, and being*, 11th edition, or later. Pearson Publishing.

Baker, S., & Martinson, D. L. (2001). The TARES test: Five principles for ethical persuasion. *Journal of Mass Media Ethics*, 16(2-3), 148-175.

Cialdini, R. B., & Rhoads, K. V. (2001). Human behavior and the marketplace. *Marketing Research*, 13(3), 8.

Saad, G. (2013). Evolutionary consumption. *Journal of Consumer Psychology*, 23(3), 351-371

### Examination

Business press and other material specified by the instructors

In-course assignments. All the assignments have to be handed in. Assessment as follows:

- Participation in discussion (live/online/forums) 20%
- Quizzes 10%
- Article analyses 20%
- Written pre-class assignments 30%

- Learning diary + movie analysis 20%

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| <b>Target group</b>                | The course can be chosen by third year bachelor students and master's students. This is an advanced, master's level, course.   |
| <b>Examiner</b>                    | Doctoral Candidate Jori Grym<br>Associate Professor Johanna Gummerus   |
| <b>Primary contact information</b> | Jori Grym, <a href="mailto:jori.grym@hanken.fi">jori.grym@hanken.fi</a><br>Primarily before/after lectures   |
| <b>Course Homepage:</b>            | The course homepage is located in the Moodle learning environment.<br>It is compulsory to enrol in Moodle. ( <a href="https://Moodle.hanken.fi">https://Moodle.hanken.fi</a> )<br>All registered students will receive the Moodle key by email based on the contact information registered in WebOodi on August 1 at the latest.                       |
| <b>Lectures</b>                    | Make your own schema under the tools menu on the Hanken web. See schedule at the end of this syllabus. You will find more information on the lecture contents in Moodle. All lectures can be watched online either in realtime (recommended) or afterwards.<br>In addition, there are some short videos in Moodle that you need to watch before class. |

### Working throughout the course

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| <b>Lectures</b>                  | It is highly recommended to attend the introduction to the course. Physical attendance to lectures is partly limited. However, attending live via Microsoft Teams <u>highly recommended</u> since much of the learning takes place through <u>interaction in class</u> . |
| <b>Weekly Handin-Assignments</b> | <u>Short</u> weekly assignments (about 2 pages) including 3 pre-class assignments and 2 written article analysis. The pre-class assignments have to be completed and handed in before class (see assignment instructions and deadlines in Moodle)                        |

**NOTE: In order to pass the course, you need to hand in all weekly assignments and the final learning diary and get 50% of the total points. No final exam.**

## Instructions for the learning diary

The learning diary is your reflection on your own learning, summarized and structured into about 4 pages (minimum 3 and maximum 5). It is not a summary of the course content. Focus on the essential and leave time for a final revision. You can get a maximum of 20 points.

What *thoughts* on theories, concepts, and topics in relation to consumer psychology have the combination of the literature, assignments and lessons evoked in you? Do not dwell at length on the things that you have known from before, but *reflect on new thoughts and discoveries*, including things that made you *connect in a new way what you thought you knew well*. Describe and analyze learning experiences and potential

puzzles that made you *reflect more deeply* on some part of the course themes, and the role of particular sources (books, theses, articles, lessons, discussions) for your learning experience. What inspired you to learn more about a topic, for example, wanting to perform a study of your own (e.g. Master's Thesis or a consultancy study for a company)? The purpose of a learning diary is to make visible how *your thoughts about academic research in this field have developed and deepened* during the course. What you may consider important for your learning process can be quite different from what others consider important for theirs. Dare to open up your *individual reflections*.

Use normal font size 12 and 1.5 spacing. Anchor your learning diary, at least partly, in the literature, as well as in the lessons and assignments (while remembering that you are not writing a summary). You need not add a reference list unless you refer to other sources than those that are included in the course. It is important that you use concepts and that you use them correctly.

### **Evaluation criteria (the whole scale is used) A deep and many-sided reflection and understanding (17-20)**

The author has used several perspectives and reflected on many central themes of the course in a personal way. The author has analysed his/her own thinking about academic research in relation to the course literature, lectures, and other assigned readings. The author demonstrates an excellent in-depth ability to analyse the themes of the course in relation to own reflections and to own knowledge. The text demonstrates metalevel analysis of own thinking. The learning diary is exceptionally well written and structured, well anchored in the course literature and uses appropriate concepts correctly. **A many-sided reflection and understanding (14-16)**

The author has used several perspectives and reflected on several central themes of the course in a personal way. The author has analysed his/her own thinking about academic research in relation to the course literature and other assigned readings. The author demonstrates a good ability to analyse the themes of the course in relation to own reflections and writing. The learning diary is mainly well written and structured, anchored in the literature, and uses appropriate concepts with few mistakes.

### **Reflection and understanding (12-13)**

The author has reflected on central themes of the course and partly analysed his/her own thinking about academic research in relation to the course literature and other assigned readings. The author demonstrates an understanding of the central themes and their relationship with writing a master's thesis. The learning diary is somewhat superficial, or lacking in clarity, or structure.

### **Superficial reflections and weak understanding (10-11)**

The author has a descriptive stance to the course themes. The author does not reflect on and analyse his/her own thinking and experiences of concepts in relation to the course literature. The author cannot express many learning experiences. The learning diary gives the impression of having been written in one go without being based on reflections in relation to the course literature and assignments. The learning diary is superficial, demonstrates superficial learning, or clearly lacking in clarity, or structure. **Not acceptable (0-10)**

The author does not demonstrate an understanding of the course themes and has not reflected upon the content. The language is poor and it is difficult to follow the arguments in the text.



**COURSE SCHEDULE**

| <b>Time</b>  | <b>Place</b>            | <b>Instr</b> | <b>Topic</b>  | <b>Materials and assignments</b>   |
|--|-------------------------|--------------|---|--|
| <b>Week 1: Assignment deadlines: 1 pre-class assignment (Moodle) and 1 online quiz</b> |                         |              |   |  |
| <b>Tue 2.8.</b><br><b>16.00-18.00</b>  | Microsoft Teams         | JGr          | <b>Introduction to the course</b>   | Syllabus, Moodle   |
|  | Online on your own time | JGr          | <b>Introduction to the topic of perception and the history of consumer psychology</b>   | Moodle-material. <b>Prepare</b> for first pre-class assignment, to be handed in before the lecture on Thursday.  |
| <b>Thu 4.8.</b><br><b>16 - 19</b>  | Microsoft Teams         | JGr          | <b>Perception:</b> <ul style="list-style-type: none"><li>• <b>Perceptual process</b></li><li>• <b>Sensory systems</b></li><li>• <b>Perceptual selection</b></li><li>• <b>Interpretation</b></li></ul> | Moodle-material, <b>pre-class assignment on perception, and quiz.</b><br><br>Solomon, M.R. (2015). Consumer behavior: Buying, having, and being, 11th edition, or later. Pearson Publishing. Chapter 10: Consumer identity: Sex roles and subcultures.<br><br>Solomon, M.R. (2015). Consumer behavior: Buying, having, and being, 11th edition, or later. Pearson Publishing. Chapter 5: Perception. |

**Week 2: 2 pre-class assignment and 2 online quizzes**

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|                         | Online on your own time | JGr | <b>Introduction to the topic of learning and memory</b>  | <p>Moodle-material. Prepare for the second pre-class assignment, to be handed in before the lecture on Tuesday.</p> <p>Moodle-material including <b>quiz</b>.</p>  |
| <b>Tue 9.8. 16 - 19</b> | Microsoft Teams         | JGr | <p><b>Learning &amp; Memory:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning theories</b></li> <li>• <b>Memory construction</b></li> <li>• <b>The role of learning in memory</b></li> <li>• <b>Flaws of memory</b></li> <li>• <b>Purchasing behavior</b></li> </ul> | <p>Solomon, M.R. (2015). Consumer behavior: Buying, having, and being, 11th edition, or later. Pearson Publishing. Chapter 12: Networked consumer behavior: word-of-mouth, social media, and fashion.</p> <p>Solomon, M.R. (2015). Consumer behavior: Buying, having, and being, 11th edition, or later. Pearson Publishing. Chapter 2: Decision making and consumer behavior.</p> <p>Moodle-material. Prepare for the second pre-class assignment, to be handed in before the lecture on Tuesday.</p> |
|                         | Online on your own time | JGr | <b>Introduction to the topic of Decisionmaking</b>   | <p>Moodle-material including <b>pre-class hand-in-assignment and quiz</b>.</p>   |

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| <b>Thu 11.8.</b><br><b>16-19</b> | Microsoft Teams | JGr | <b>Decision-making:</b> <ul style="list-style-type: none"> <li>• <b>Problem recognition &amp; solving</b></li> <li>• <b>Information search</b></li> <li>• <b>Evaluation of alternatives</b></li> <li>• <b>Product choice</b></li> <li>• <b>Flaws in the decision-making process</b></li> </ul> | Solomon, M.R. (2015). Consumer behavior: Buying, having, and being, 11th edition, or later. Pearson Publishing. Chapter 6: Memory. |
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| <b>Week 3: 1 pre-class assignment, 1 article assignments and 1 quiz</b> |                         |     |  |  |
|   | Online on your own time |     | <b>Introduction to the topic of persuasion</b>   | Moodle-material. Prepare for the second pre-class assignment, to be handed in before the lecture on Tuesday.   |
| <b>Tue 16.8.</b><br><b>16-19</b>  | Microsoft Teams         | JGr | <b>Principles of persuasion</b> <ul style="list-style-type: none"> <li>• <b>Reciprocity</b></li> <li>• <b>Scarcity</b></li> <li>• <b>Authority</b></li> <li>• <b>Consistency</b></li> <li>• <b>Liking</b></li> <li>• <b>Consensus</b></li> </ul> | Moodle-material including <b>pre-class assignment on persuasion</b><br><br>Solomon, M.R. (2015). Consumer behavior: Buying, having, and being, 11th edition, or later. Pearson Publishing. Chapter 8: Attitudes and Persuasion<br><br>Cialdini, R. B., & Rhoads, K. V. (2001). Human behavior and the marketplace. Marketing Research, 13(3), 8. |

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|  | Online on your own time |     | <b>Introduction to the topic of evolutionary psychology</b>   | Moodle-material.   |
| <b>Thu 18.8. 16 - 19</b>   | Microsoft Teams         | JGr | <b>Evolutionary basis for consumption</b> <ul style="list-style-type: none"> <li>• <b>The reproductive module</b></li> <li>• <b>The survival module</b></li> <li>• <b>The kin selection module</b></li> <li>• <b>The reciprocation module</b></li> <li>• <b>Proximate and ultimate cause</b></li> </ul> | Moodle-material, <b>article assignment</b> and <b>quiz</b> .<br><br>Saad, G. (2013). Evolutionary consumption. <i>Journal of Consumer Psychology</i> , 23(3), 351-371. |
| <b>Week 3: 1 pre-class assignments, 1 article assignments and 1 quiz</b> |                         |     |   |  |



Week 4: **1 article assignment, Deadline for learning diary & movie analysis**

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| <b>Tue 24.8<br/>16 - 19</b> | Microsoft<br>Teams | JGr | <b>Marketing ethics</b> <ul style="list-style-type: none"><li>• <b>Ethical guidelines &amp; laws</b></li><li>• <b>Ethics of persuasion</b></li><li>• <b>Unethical marketing practices</b></li></ul> | <b>Moodle-material, article assignment</b> <p>Solomon, M.R. (2015). Consumer behavior: Buying, having, and being, 11th edition, or later. Pearson Publishing. Chapter 7: The self.</p> <p>Solomon, M.R. (2015). Consumer behavior: Buying, having, and being, 11th edition, or later. Pearson Publishing. Chapter 4: Consumer and social well-being</p> <p>Baker, S., &amp; Martinson, D. L. (2001). The TARES test: Five principles for ethical persuasion. Journal of Mass Media Ethics, 16(2-3), 148-175.</p> |
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**Learning diary + movie analysis deadline on August 29th**