

Instructor Information

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COURSE OVERVIEW

For this course, we'll cover contemporary yet substantive topics in the field of consumer behavior. Each session involves a set of four to five articles that all participants must read, analyze, and form discussion points on before coming to class. The leaders/presenters of the session are expected to provide background, depth, and the current view of the subject area. Session leaders will present this information and lead the discussion on the topic at hand.

COURSE OBJECTIVE

The purpose of this graduate seminar is to provide students with an introduction to contemporary topics in consumer behavior. The class will be organized in a way that allows you to gain exposure to a breadth of consumer behavior topics, gain depth in areas of your choice and gain practical experience to prepare you for life as a researcher. These objectives are discussed in detail below.

The first objective is to introduce the student to behavioral science approaches to consumer behavior. This breadth objective will be achieved through our weekly class meetings. Students are responsible for primary readings, which will be discussed in a seminar-format in class. Additional readings may be listed to provide background information and to guide students interested in further investigation of a topic. These readings were selected to illustrate: emerging and contemporary topics examined within the Consumer Behavior areas; how theories and concepts are applied, adapted, constrained and combined when applied to consumer issues; and how research streams evolve over time. Each student should come to the seminar prepared to discuss each primary article in depth and to present your ideas about the central focus, contributions, or shortcomings of each article.

The second objective is to provide students with the opportunity to pursue and evaluate behavioral topics of interest to them. As researchers in formation, the students will find this course useful for: 1) designing, executing, defending, and ultimately publishing your own research, 2) evaluating the research ideas and outputs of others. Doing one's own research is of immediate and continuing importance. In this regard, each student will be required to develop and present an in-depth research paper for potential submission to a refereed journal that publishes consumer psychology research.

The third objective is to provide students with the opportunity to develop skills relevant to the conduct of behavioral research in marketing. Among these skills include conceptual skills

(e.g., the ability to identify important research problems, develop a theoretical model, develop and evaluate theoretically derived hypotheses), empirical skills (e.g., the ability to select and evaluate research settings and methodologies, develop measures and manipulations), integrative skills (using inductive reasoning to understand the relationships among a group of papers, develop propositions) and critical thinking skills (using deductive reasoning and analytical thinking to identify and rule out alternative explanations, evaluate the quality of logical verbal arguments). Students will practice various research activities, including: article reviews, presentations, experimental design, theory development, testing and application.

COURSE FORMAT

Class Participation (25% of grades):

This is not a lecture class in which I will “teach” articles. Instead, a discussion format will be used. A very high level of student participation is expected. It is vital that students come to class prepared for discussion. What you get out of this course depends upon what you – and your fellow students – put into it. You cannot expect to develop your research skills by passively attending class and taking careful notes. You should actively listen and think critically about the concepts and issues raised. You should be willing and able to present your analysis and viewpoint to the class when the opportunity presents itself. All students are expected to have thoroughly read and evaluated each of the assigned papers. Please come prepared with questions that you may have about the week’s topic in general or about any of the articles assigned. I, or the discussion leaders, may call on students to comment on any assigned reading for that week. See the Appendix for some tips on reading and evaluating research papers.

You will see that for each session, there are required readings and optional readings. The required reading means that you need to read thoroughly and carefully evaluate the articles. The optional readings are strongly recommended readings. You do not have to read those articles as carefully as the required readings, but please get a general idea of these papers (focus on the abstract, introduction, and theorization). Discussion leaders, I strongly recommend you to read the optional readings carefully as well to give you a better picture of the research area.

Discussion Lead (10% of grades):

We will spend class time discussing papers assigned for that week. For each class, two of you will be assigned as the discussion leader (we’ll finalize that during our introduction meeting). As discussion leader you will have two responsibilities: First, you will be expected to prepare discussion questions prior to class. These questions may be broadly related to the general topic of the discussion and/or specific to the readings. You will be required to send the list of questions to all members of the class (including me) by 4pm the day before class so that your classmates can consider the questions and come to class with prepared responses. Second, during the actual class you will be expected to lead the discussion on your assigned day.

Weekly Writeup (10% of grades):

All students are required to prepare one-two page summaries for each session. The format of your summaries is your choice: some topics may be represented by a comprehensive figure, others may be better to discuss chronologically, but you should somehow organize and depict/discuss the main ideas of each required article. In addition, all students will think about

and **list 2 ideas** for future research within that area. You may use your summaries and future research ideas for class discussion, but will submit this document to me at the end of our class.

Article Presentation (10% of grades):

You will choose one paper of your choice (preferably JCR or one of the top journals in your field – to be confirmed with me ahead of time) and present that research as if it were your own, including its motivation, contribution, theory and methodology. This is for two reasons. First, I want to encourage you to go beyond the assigned readings in areas that interest you. Second, I want to give you practice presenting research in front of an audience. As you progress through the PhD program, you will present at conferences, at your job market conference, and at other universities. Presentation skills can make the difference in getting the job you want. You will each have 20 minutes for this presentation.

Find an article not on the reading list, check with Lidan. PPT ok, has to be formal presentation. Defend the research. Be ready to take questions from all audience. How you answer/ handle questions will be part of grading component. Those not presenting – the quality of questions you ask with form the class participation for this session.

Reviewing (10% of grades)

You will serve as a “reviewer” for a paper submitted for consideration at the Journal of Consumer Research or Journal of Consumer Psychology. Write no more than a three-page review and break your issues into major and minor concerns. See the Appendix for guidelines for writing an academic review.

Research paper (presentation and paper; 35% of grades)

The final paper may be based on one of the research ideas from your weekly write ups/presentations or may be another idea. It should include a literature review as well as much more detailed versions of all of the sections in the idea paper. Ideally, the final project should have some preliminary data to test the key hypotheses. Papers are typically 20-30 pages in length and written in either JCR or APA format. Please see the Appendix on some recommendations regarding writing a behavioral paper. In addition, in the middle of the semester, you will make a brief 10 minute presentation of your research idea in class. **Please submit a 1-2 page write up of your idea that covers a brief literature review, your hypotheses, proposed studies and expected contribution to me by 5 pm two days prior to your presentation date.** Given the page limit, you need to be very clear in articulating exactly what you propose.

You will also make a longer, 20-minute presentation of the final research paper in class. See syllabus for due dates.

Late submissions will not be accepted.

GRADING CRITERIA

1	Class participation	25%
2	Discussion Lead	10%
3	Weekly Writeup	10%
4	Article Presentation	10%

5	Review assignment	10%
6	Research proposal presentation	10%
7	Research proposal paper	25%
	Total	100%

CLASS SCHEDULE

January 19

– Introduction

We will start off with introductions.

- Please come prepared to talk about yourself – Who you are, why PhD, why this field of study, expectations and aspirations, what gets you going – puts fire in your belly
- Bring one article that speaks to you (preferably one of the top journals in your field). I will ask you to talk about it and tell us why you like it, etc.

– Logistics

- We will discuss syllabus, topics, assignments, due dates, etc.
- Please come prepared to choose a session that you would like to lead discussion

Discussion: Consumer Behavior – A Journey: Editors’ Perspectives

- a. Sridhar, S., Lamberton, C., Marinova, D., & Swaminathan, V. (2023). JM: Promoting Catalysis in Marketing Scholarship. *Journal of Marketing*, 00222429221131517. <https://journals.sagepub.com/doi/pdf/10.1177/00222429221131517>
- b. Schmitt, B. H., Cotte, J., Giesler, M., Stephen, A. T., & Wood, S. (2021). Our Journal, Our Intellectual Home. *Journal of Consumer Research*, 47(5), 633-635.
- c. Grewal, R., Gupta, S., & Hamilton, R. (2020). The journal of marketing research today: spanning the domains of marketing scholarship. *Journal of Marketing Research*, 57(6), 985-998.
- d. Block, L., Argo, J., & Kramer, T. (2021). The Science of Consumer Psychology. *Journal of Consumer Psychology*, 31(1), 3-5.
- e. Houston, M. B. (2019). Four facets of rigor. *Journal of the Academy of Marketing Science*, 47(4), 570-573.
- f. MacInnis, D. J., Morwitz, V. G., Botti, S., Hoffman, D. L., Kozinets, R. V., Lehmann, D. R., ... & Pechmann, C. (2020). Creating boundary-breaking, marketing-relevant consumer research. *Journal of Marketing*, 84(2), 1-23.

January 26 – Social Influence, Consumer Decision-Making in a Social Environment (topic 1)

- a. Required: McFerran, B., Dahl, D. W., Fitzsimons, G. J., & Morales, A. C. (2010). I'll have what she's having: Effects of social influence and body type on the food choices of others. *Journal of Consumer Research*, 36(6), 915-929.
- b. Required: McFerran, B., & Argo, J. J. (2014). The entourage effect. *Journal of Consumer Research*, 40(5), 871-884.
- c. Required: Liu, P. J., & Min, K. E. (2020). Where do you want to go for dinner? A preference expression asymmetry in joint consumption. *Journal of Marketing Research*, 57(6), 1037-1054.
- d. Required: Nikolova, H., & Nenkov, G. Y. (2022). We Succeeded Together, Now What: Relationship Power and Sequential Decisions in Couples' Joint Goal Pursuits. *Journal of Marketing Research*, 59(2), 271-289.
- e. Optional: Argo, J. J., & Dahl, D. W. (2018). Standards of beauty: The impact of mannequins in the retail context. *Journal of Consumer Research*, 44(5), 974-990.
- f. Optional: Dzhogleva, H., & Lamberton, C. P. (2014). Should birds of a feather flock together? Understanding self-control decisions in dyads. *Journal of Consumer Research*, 41(2), 361-380.
- g. Optional: Zwebnier, Y., & Schrift, R. Y. (2020). On My own: the aversion to being observed during the preference-construction stage. *Journal of Consumer Research*, 47(4), 475-499.

Feb 2 – DEI in marketplace (topic 2)

- a. Background reading/required: Arsel, Z., Crockett, D., & Scott, M. L. (2022). Diversity, Equity, and Inclusion (DEI) in the Journal of Consumer Research: A Curation and Research Agenda. *Journal of Consumer Research*, 48(5), 920-933.
- b. Required: Bone, S. A., Christensen, G. L., & Williams, J. D. (2014). Rejected, shackled, and alone: The impact of systemic restricted choice on minority consumers' construction of self. *Journal of Consumer Research*, 41(2), 451-474.
- c. Required: Harmeling, C. M., Mende, M., Scott, M. L., & Palmatier, R. W. (2021). Marketing, through the eyes of the stigmatized. *Journal of Marketing Research*, 58(2), 223-245.
- d. Required: Mrkva, K., Posner, N. A., Reeck, C., & Johnson, E. J. (2021). Do nudges reduce disparities? Choice architecture compensates for low consumer knowledge. *Journal of Marketing*, 85(4), 67-84.

- e. Required: Khan, U., & Kalra, A. (2022). It's good to be different: How diversity impacts judgments of moral behavior. *Journal of Consumer Research*, 49(2), 177-201.
- f. Optional: Jacob, J., Vieites, Y., Goldszmidt, R., & Andrade, E. B. (2022). EXPRESS: Expected SES-Based Discrimination Reduces Price Sensitivity Among the Poor. *Journal of Marketing Research*, 00222437221097100.
- g. Optional: Moorhouse, M., Goode, M., Cotte, J., & Widney, J. (2022). EXPRESS: Helping Those That Hide: Anticipated Stigmatization Drives Concealment and a Destructive Cycle of Debt. *Journal of Marketing Research*, 00222437221146521.
- h. Optional: Mittal, C., Griskevicius, V., & Haws, K. L. (2020). From cradle to grave: How childhood and current environments impact consumers' subjective life expectancy and decision-making. *Journal of Consumer Research*, 47(3), 350-372.
- i. Optional but strongly recommend reading: Lu, J. G., Nisbett, R. E., & Morris, M. W. (2020). Why East Asians but not South Asians are underrepresented in leadership positions in the United States. *Proceedings of the National Academy of Sciences*, 117(9), 4590-4600.

A related paper (optional reading): Lu, J. G., Nisbett, R. E., & Morris, M. W. (2022). The surprising underperformance of East Asians in US law and business schools: The liability of low assertiveness and the ameliorative potential of online classrooms. *Proceedings of the National Academy of Sciences*, 119(13), e2118244119.

Feb 9 - Identity and Signals in the marketplace (topic 3)

- a. Required: Berger, J., & Heath, C. (2007). Where consumers diverge from others: Identity signaling and product domains. *Journal of consumer research*, 34(2), 121-134.
- b. Required: Weiss, L., & Johar, G. V. (2016). Products as self-evaluation standards: When owned and unowned products have opposite effects on self-judgment. *Journal of Consumer Research*, 42(6), 915-930.
- c. Required: Bellezza, S., & Berger, J. (2020). Trickle-round signals: when low status is mixed with high. *Journal of Consumer Research*, 47(1), 100-127.
- d. Required: Acar, O. A., Dahl, D. W., Fuchs, C., & Schreier, M. (2021). The signal value of Crowdfunded products. *Journal of Marketing Research*, 58(4), 644-661.
- e. Required: Schnurr, B., Fuchs, C., Maira, E., Puntoni, S., Schreier, M., & van Osselaer, S. M. (2022). Sales and Self: The Noneconomic Value of Selling the Fruits of One's Labor. *Journal of Marketing*, 86(3), 40-58.

- f. Optional: Bellezza, S., Paharia, N., Keinan, A. (2017) "Conspicuous Consumption of Time: When Busyness at Work and Lack of Leisure Time Become a Status Symbol," *Journal of Consumer Research* 44(1), pp. 118-138
- g. Optional: Bellezza, S., Gino, F., & Keinan, A. (2014). The red sneakers effect: Inferring status and competence from signals of nonconformity. *Journal of consumer research*, 41(1), 35-54.
- h. Optional: Berger, J., & Ward, M. (2010). Subtle signals of inconspicuous consumption. *Journal of consumer research*, 37(4), 555-569.

Feb 16 - Health and Medical Decision Making (topic 4)

- a. Background required reading: Huang, S. C., & Lee, L. (2022). The 5S's of Consumer Health: A Framework and Curation of JCR Articles on Health and Medical Decision-Making. *Journal of Consumer Research*.
- b. Required: Achar, C., Dunn, L. H., & Agrawal, N. (2022). Tainted by Stigma: The Interplay of Stigma and Moral Identity in Health Persuasion. *Journal of Marketing Research*, 59(2), 392-410.
- c. Required: Tian, K., Sautter, P., Fisher, D., Fischbach, S., Luna-Nevarez, C., Boberg, K., ... & Vann, R. (2014). Transforming health care: Empowering therapeutic communities through technology-enhanced narratives. *Journal of Consumer Research*, 41(2), 237-260.
- d. Required: Longoni, C., Bonezzi, A., & Morewedge, C. K. (2019). Resistance to medical artificial intelligence. *Journal of Consumer Research*, 46(4), 629-650.
- e. Required: Achar, C., Agrawal, N., & Hsieh, M. H. (2020). Fear of detection and efficacy of prevention: using construal level to encourage health behaviors. *Journal of Marketing Research*, 57(3), 582-598.
- f. Optional: Weihrauch, A., & Huang, S. C. (2021). Portraying humans as machines to promote health: unintended risks, mechanisms, and solutions. *Journal of Marketing*, 85(3), 184-203.
- g. Optional: Agrawal, N., Menon, G., & Aaker, J. L. (2007). Getting emotional about health. *Journal of Marketing Research*, 44(1), 100-113.

Feb 23 – Creativity and Innovation (topic 5)

- a. Background required reading: Mehta, R., & Dahl, D. W. (2019). Creativity: Past, present, and future. *Consumer Psychology Review*, 2(1), 30-49.

- b. Required: Xu, L., Mehta, R., & Dahl, D. W. (2022). Leveraging creativity in charity marketing: The impact of engaging in creative activities on subsequent donation behavior. *Journal of Marketing*, 86(5), 79-94.
- c. Required: Herd, K. B., & Mehta, R. (2019). Head versus heart: The effect of objective versus feelings-based mental imagery on new product creativity. *Journal of Consumer Research*, 46(1), 36-52.
- d. Required: DeRosia, E. D., & Elder, R. S. (2019). Harmful effects of mental imagery and customer orientation during new product screening. *Journal of Marketing Research*, 56(4), 637-651.
- e. Required: Wang, H. S., Noble, C. H., Dahl, D. W., & Park, S. (2019). Successfully communicating a cocreated innovation. *Journal of Marketing*, 83(4), 38-57.
- f. Optional: Nishikawa, H., Schreier, M., Fuchs, C., & Ogawa, S. (2017). The Value of Marketing Crowdsourced New Products as Such: Evidence from Two Randomized Field Experiments. *Journal of Marketing Research*, 54(4), 525–539. <https://doi.org/10.1509/jmr.15.0244>
- g. Optional: Hofstetter, R., Dahl, D. W., Aryobsei, S., & Herrmann, A. (2021). Constraining ideas: how seeing ideas of others harms creativity in open innovation. *Journal of Marketing Research*, 58(1), 95-114.
- h. Optional: Mehta, R., Dahl, D. W., & Zhu, R. J. (2017). Social-recognition versus financial incentives? Exploring the effects of creativity-contingent external rewards on creative performance. *Journal of Consumer Research*, 44(3), 536-553.
- i. Optional: Wei, Y. M., Hong, J., & Tellis, G. J. (2022). Machine Learning for Creativity: Using Similarity Networks to Design Better Crowdfunding Projects. *Journal of Marketing*, 86(2), 87-104.

March 2 – No class - work on generating research ideas

March 9 – New Technology and Artificial Intelligence (topic 6)

- a. Required: Puntoni, S., Reczek, R. W., Giesler, M., & Botti, S. (2021). Consumers and artificial intelligence: An experiential perspective. *Journal of Marketing*, 85(1), 131-151.
- b. Required: Mende, M., Scott, M. L., van Doorn, J., Grewal, D., & Shanks, I. (2019). Service robots rising: How humanoid robots influence service experiences and elicit compensatory consumer responses. *Journal of Marketing Research*, 56(4), 535-556.

- c. Required: Leung, E., Paolacci, G., & Puntoni, S. (2018). Man versus machine: Resisting automation in identity-based consumer behavior. *Journal of Marketing Research*, 55(6), 818-831.
- d. Required: Longoni, C., & Cian, L. (2022). Artificial intelligence in utilitarian vs. hedonic contexts: The “word-of-machine” effect. *Journal of Marketing*, 86(1), 91-108.
- e. Required: Luangrath, A. W., Peck, J., Hedgcock, W., & Xu, Y. (2022). Observing Product Touch: The Vicarious Haptic Effect in Digital Marketing and Virtual Reality. *Journal of Marketing Research*, 59(2), 306-326.
- f. Optional: Hadi, R., & Valenzuela, A. (2020). Good vibrations: Consumer responses to technology-mediated haptic feedback. *Journal of Consumer Research*, 47(2), 256-271.
- g. Optional: Castelo, N., Bos, M. W., & Lehmann, D. R. (2019). Task-dependent algorithm aversion. *Journal of Marketing Research*, 56(5), 809-825.
- h. Optional: Yalcin, G., Lim, S., Puntoni, S., & van Osselaer, S. M. (2022). Thumbs Up or Down: Consumer Reactions to Decisions by Algorithms Versus Humans. *Journal of Marketing Research*, 00222437211070016.
- i. Optional reading: Longoni, C., Cian, L., & Kyung, E. J. (2022). Algorithmic Transference: People Overgeneralize Failures of AI in the Government. *Journal of Marketing Research*, 00222437221110139.

March 16 – Spring Break

March 23 – Idea Presentations due

Research Methodology, Data Open Science, and Experimental Design (topic 7)

- a. Required: Blanchard, S. J., Goldenberg, J., Pauwels, K., & Schweidel, D. A. (2022). Promoting Data Richness in Consumer Research: How to Develop and Evaluate Articles with Multiple Data Sources. *Journal of Consumer Research*.
- b. Required: P Simmons, J., D Nelson, L., & Simonsohn, U. (2021). Pre-registration: Why and how. *Journal of Consumer Psychology*, 31(1), 151-162.
- c. Required: Pham, Michel Tuan and Travis Tae Oh (2021), “Preregistration Is Neither Sufficient, Nor Necessary for Good Science,” *Journal of Consumer Psychology*, 31 (January), 163-176.
- d. Required: Simmons, J. P., Nelson, L. D., & Simonsohn, U. (2021). Pre-registration is a game changer. But, like random assignment, it is neither necessary nor sufficient for credible science. *Journal of Consumer Psychology*, 31(1), 177-180.

- e. Required: On Not Confusing the Tree of Trustworthy Statistics with the Greater Forest of Good Science: A Comment on Simmons et al.'s Perspective on Pre-registration
- f. Required: Simonsohn, U., Nelson, L. D., & Simmons, J. P. (2014). P-curve: a key to the file-drawer. *Journal of Experimental Psychology: General*, 143(2), 534.
- g. Required: Simmons, J. P., Nelson, L. D., & Simonsohn, U. (2011). False-positive psychology: Undisclosed flexibility in data collection and analysis allows presenting anything as significant. *Psychological science*, 22(11), 1359-1366.

You will also find many useful resources about Open Science from the website:

<http://datacolada.org/toc> Please make sure to take a look at this website, in particular sections on P-curve, P-hacking, and preregistration.

March 30 - Consumer Welfare, Sustainable Consumption (topic 8)

- a. Required: Simpson, B., Schreier, M., Bitterl, S., & White, K. (2021). Making the world a better place: How crowdfunding increases consumer demand for social-good products. *Journal of Marketing Research*, 58(2), 363-376.
- b. Required: Sun, J. J., Bellezza, S., & Paharia, N. (2021). Buy less, buy luxury: Understanding and overcoming product durability neglect for sustainable consumption. *Journal of Marketing*, 85(3), 28-43.
- c. Required: Winterich K. P., Nenkov G., Gonzales G., "Knowing What it Makes: How Product Transformation Salience Increases Recycling." *Journal of Marketing*, vol. 56, no. 3, 2019, pp. 1-17
- d. Required: Kamleitner, B., Thürridl, C., & Martin, B. A. (2019). A Cinderella story: How past identity salience boosts demand for repurposed products. *Journal of Marketing*, 83(6), 76-92.
- e. Required: White, K., Habib, R., & Hardisty, D. J. (2019). How to SHIFT consumer behaviors to be more sustainable: A literature review and guiding framework. *Journal of Marketing*, 83(3), 22-49.
- f. Optional: Vieites, Y., Goldszmidt, R., & Andrade, E. B. (2022). Social Class Shapes Donation Allocation Preferences. *Journal of Consumer Research*, 48(5), 775-795.
- g. Optional: Chandy, R. K., Johar, G. V., Moorman, C., & Roberts, J. H. (2021). Better marketing for a better world. *Journal of Marketing*, 85(3), 1-9.
- h. Optional: Wilson, A. V., & Bellezza, S. (2022). Consumer minimalism. *Journal of Consumer Research*, 48(5), 796-816.

- i. Optional: Mookerjee, S., Cornil, Y., & Hoegg, J. (2021). From waste to taste: How “ugly” labels can increase purchase of unattractive produce. *Journal of Marketing*, 85(3), 62-77.

April 6 - WOM, Online Reviews, Social Media, and Virtual Marketplace (Topic 9)

- a. Background required: Kozinets, R. V. (2019). Consuming technocultures: An extended JCR curation. *Journal of Consumer Research*, 46(3), 620-627.
- b. Background required: Appel, G., Grewal, L., Hadi, R., & Stephen, A. T. (2020). The future of social media in marketing. *Journal of the Academy of Marketing Science*, 48(1), 79-95.
- c. Required: Berger, J., & Milkman, K. L. (2012). What makes online content viral?. *Journal of marketing research*, 49(2), 192-205.
- d. Required: Ordabayeva, N., Cavanaugh, L. A., & Dahl, D. W. (2022). The Upside of Negative: Social Distance in Online Reviews of Identity-Relevant Brands. *Journal of Marketing*, 00222429221074704.
- e. Required: Wies, S., Bleier, A., & Edeling, A. (2022). Finding Goldilocks Influencers: How Follower Count Drives Social Media Engagement. *Journal of Marketing*, 00222429221125131.
- f. Optional: Valsesia, F., Proserpio, D., & Nunes, J. C. (2020). The positive effect of not following others on social media. *Journal of Marketing Research*, 57(6), 1152-1168.
- g. Optional: Hughes, C., Swaminathan, V., & Brooks, G. (2019). Driving brand engagement through online social influencers: An empirical investigation of sponsored blogging campaigns. *Journal of Marketing*, 83(5), 78-96.
- h. Optional: Herhausen, D., Grewal, L., Cummings, K. H., Roggeveen, A. L., Villarreal Ordenes, F., & Grewal, D. (2022). Complaint De-Escalation Strategies on Social Media. *Journal of Marketing*, 00222429221119977.
- i. Optional: Lee, J. K., & Junqué de Fortuny, E. (2022). Influencer-Generated Reference Groups. *Journal of Consumer Research*, 49(1), 25-45.
- j. Optional: Akpınar, E., & Berger, J. (2017). Valuable virality. *Journal of Marketing Research*, 54(2), 318-330.

April 13 – Article presentations

April 20 – Brand, branding, and activism (Topic 10)

- a. Required: Hydock, C., Paharia, N., Blair, S. (2020) "Should Your Brand Pick a Side? How Market Share Determines the Impact of Corporate Political Advocacy," *Journal of Marketing Research* 57.6: 1135-1151
- b. Required: Paharia, N., Keinan, A., Avery, J., Schor, J. (2011) "The Underdog Effect: The Marketing of Disadvantage and Determination through Brand Biography," *Journal of Consumer Research*, 37(5), pp. 775-790,
- c. Required: Paharia, N., Avery, J., Keinan, A. (2014) "Positioning Brands Against Large Competitors to Increase Sales," *Journal of Marketing Research*, 51(6), pp. 647-656, *
Lead Article
- d. Required: Biraglia, A., Fuchs, C., Maira, E., & Puntoni, S. (2022). EXPRESS: When and Why Consumers React Negatively to Brand Acquisitions: A Values Authenticity Account. *Journal of Marketing*, 00222429221137817.
- e. Required: Moorman, C. (2020). Commentary: Brand activism in a political world. *Journal of public policy & marketing*, 39(4), 388-392.
- f. Optional: Torelli, C. J., Monga, A. B., & Kaikati, A. M. (2012). Doing poorly by doing good: Corporate social responsibility and brand concepts. *Journal of Consumer Research*, 38(5), 948-963.
- g. Optional: Chernev, A., & Blair, S. (2015). Doing well by doing good: The benevolent halo of corporate social responsibility. *Journal of Consumer Research*, 41(6), 1412-1425.
- h. Optional: Bhagwat, Y., Warren, N. L., Beck, J. T., & Watson IV, G. F. (2020). Corporate sociopolitical activism and firm value. *Journal of Marketing*, 84(5), 1-21.

April 27 – No class, work on research

May 4 – Final research presentations

May 9 – Final paper due

Appendix

Guidelines for reading papers and discussions

- Issues raised by a specific paper:
 - o What makes this research a significant contribution (or not)?
 - o What is the conceptual model that guides this research (if any)?
 - o Is this research based on theory? If so, does this paper apply existing theory to a new area or does it extend and build on existing theory?
 - o What are the major (conceptual, methodological, analytical) strengths or limitations of this paper?
 - o Is the research logically derived (i.e., does the paper's positioning fit with the hypotheses, do the hypotheses fit well with the research design, are the measures appropriate to test the hypotheses, does the analysis allow an appropriate test of the hypotheses, are the conclusions logically based on the analyses?)
 - o What new research questions are raised by this paper?
 - o How does this paper relate to other papers you have read in this or other seminars?
- Issues raised by the group of papers:
 - o How do the papers fit together (what redundant or complementary research issues does each address)
 - o Is there a conceptual model that integrates the papers? If so, what future research priorities/ideas would you identify?
 - o Are there consistent limitations across all the papers (theoretical, empirical)? If yes, how can these limitations be addressed in future research?

Guidelines for Critiquing a Research Article

(Adapted from Louis Kruger, Northeastern University)

You should focus your critique on the important strengths and weaknesses of the article. The following suggestions on article review should be viewed as a guide and should not be followed in a “lock-step” manner. Try to approach the article on two levels: (a) overall coherence, consistency and logic of the argument (i.e., Do people really behave in this way? Are the findings generalizable?); and (b) specific strengths and weaknesses (i.e., Is the evidence provided in the article convincing?). Use concrete examples as means of illustrating your points.

1. Introduction / Background / Literature Review - Are the goals of the research clearly stated? Does the research have important practical and /or theoretical relevance? Are rationales clearly stated? Has the literature been adequately reviewed? Is extraneous material included? Do the researchers critically evaluate previous relevant research and/or do they merely summarize? Does the review provide a solid justification for the goals of the research? Is the theoretical context of the problem clearly conveyed?

2. Are hypotheses clearly and succinctly stated? Are hypotheses logical extensions of the literature reviewed? Are the hypotheses consistent with the goals of the research? Are the hypotheses testable?

3. Method, Design, & Procedure - Do instruments and overall design adequately reflect the variables to be investigated? Do researchers present convincing evidence that instruments are reliable and valid? Are there important defects in the overall design of the study? What factors (if any) might have biased the subjects' behavior?

4. Analysis and Results - Are statistical procedures appropriate for the hypotheses? Can you understand what was done? Were statistics used appropriately? Do you suspect that the researchers went on a “fishing trip”? Do you expect the researchers had different hypotheses when they started the project/designed the study? Do results clearly address each hypothesis? Do tables, figures, and the discussion of the results facilitate or obfuscate inferences about key hypothesis tests?

5. Conclusions and Implications - Are the conclusions justified by the results? Are statistically significant results practically significant? Do the researchers consider alternate explanations for the results (e.g., extraneous factors, competing theories)? Are practical and theoretical implications discussed (if both are relevant)? Are important implications neglected by the researchers? Are the limitations of the investigation addressed? Are future directions for research specified?

Writing a Behavioral Paper

Introduction

Positioning

- Importance - big picture - knowing the literature and important issues
- State purpose early and often
- Issue in marketing/conceptual issue/combination of the two
- Not no one has studied this (as the main reason)
- Overview of the paper

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 - see psychology journals
 - Ss, Design, Procedure, Measures, Analyses

Results

- Only present results relevant to hypotheses
- Organize by H (repeat) or by major dependent variable
- Try to present in some logical flow
- Use tables and figures
- Discuss after presenting - discussion section for each study

Overall Discussion

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

References

- Pick a style and stick with it - either the journal you've targeted or APA

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A student with a disability or those who need special accommodations should talk to me individually within the first two weeks of the class. UNT policy: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact ODA by phone at (940) 565-4323.

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