Instructor Information

| Instructor: | Dr. Lidan Xu |
| Email:      | Lidan.Xu@unt.edu (Preferred way of communication) |
| Office:     | BLB 367D |
| Telephone:  | (940) 565-3371 or 608-201-7189 (cell) |
| Office Hours: | Thursdays 1-2pm or by appointment |

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**

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**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**


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


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**Feb 2 – DEI in marketplace (topic 2)**


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


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


Feb 23 – Creativity and Innovation (topic 5)


**March 2 – No class - work on generating research ideas**

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


March 16 – Spring Break

March 23 – Idea Presentations due

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


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


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)


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


April 13 – Article presentations

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


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:**
  - What makes this research a significant contribution (or not)?
  - What is the conceptual model that guides this research (if any)?
  - 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?
  - What are the major (conceptual, methodological, analytical) strengths or limitations of this paper?
  - 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?)
  - What new research questions are raised by this paper?
  - How does this paper relate to other papers you have read in this or other seminars?

- **Issues raised by the group of papers:**
  - How do the papers fit together (what redundant or complementary research issues does each address)
  - Is there a conceptual model that integrates the papers? If so, what future research priorities/ideas would you identify?
  - 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
Academic Dishonesty
The University of North Texas and the Committee on Academic Misconduct expect that all students have read and understand the University’s Code of Student Conduct and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The University of North Texas’ Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

Special Accommodations
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.

Emergency Notification & Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

COVID-19 related policies
Face coverings are required in all UNT facilities. Students are expected to wear face coverings during this class. If you are unable to wear a face covering due to a disability, please contact the
Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. While attendance is expected, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to COVID-19 including symptoms, potential exposure, pending or positive test results, or if you have been given specific instructions to isolate or quarantine from a health care provider or a local authority. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class. If you are experiencing any symptoms of COVID-19 please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Course Contract
Agreement to the Terms of the Syllabus: This syllabus should be considered a “contract”, whereby you agree to abide by the terms and requirements within this syllabus. If you are uncomfortable with or do not wish to abide by the requirements listed in this syllabus, you should make arrangements to drop the class. Your continued enrollment in the class assumes that you have agreed to all of the terms listed herein.