I. Course Overview

Course Objectives:
The course is designed to help students develop their critical thinking, inquiry and communication skills while developing a deeper understanding of the consumer from a marketing perspective.

Course Description:
The formulation of effective marketing strategies must begin an understanding of consumers’ preferences and needs. In this course, students examine the global aspects of consumer behavior from a theoretical perspective. Understanding of the consumer buying process as well as psychological and sociological variables across countries is the focus of the course.

Learning Outcome:
Consumers play a fundamental roll in marketing. Understanding consumers’ behavior, including their perceptions, cognitive process, decision making, and social interactions, is a necessary component in effective marketing strategy. By the end of the course, you should have a basic understanding of theories of human psychology and behavior, be able to apply this knowledge in delving into consumer purchasing processes and therefore effective marketing strategies, and be able to incorporate them into your discussions and writing. As graduate students, you will learn to understand an academic perspective on consumer behavior by reading and understanding the latest research the field has to offer.

Lecture Room: BEH 216
Lecture Time: 5:00 – 7:30pm (M,T,W)
Office Hours: BEH 435, 1:30-2:40pm Th/F and by appointment

Grading Details:
- Midterm Exam: 25% of total
- Final Exam: 20% of total
- Qualitative Data and Analysis (Individual): 15% of total
- Consumer Research Presentation and Outline (Group): 15% of total
- Final Project Paper & Presentation (Group): 25% of total
- Guaranteed Grades: A- (>90%); B- (>80%); C- (>70%)


II. Grading Details

Midterm and Final Exams: (45% of total grade)
- There will be two individual written exams which will test your ability to understand consumer research theories and apply them to consumer behavior scenarios. Specifics of the exams will be discussed in class.

Qualitative Data and Analysis (Individual): (15% of total grade)
- Phase 1 (worth 5% of your grade): Turn in a maximum of a one-page short description of all three of the individuals you will be interviewing and which consumption category you will be using.
- Phase 2 (worth 10% of your grade): Turn in a maximum of a five-page description of each of the three interviews (which should already have been conducted), so the document will be 15 pages maximum, inclusive of all diagrams. This one will be graded more like the final paper (i.e. you won’t get full credit just for turning it in.) This is an INDIVIDUAL ASSIGNMENT.

Consumer Research Presentation and Outline (Group): (15% of total grade)
- This will consist of a presentation of an assigned book chapter plus a consumer research piece associated with the topic of the chapter.

Final Project Paper and Presentation (Group) (25% of total grade)
- Maximum of 35 page paper (12 point font, 1 inch margins) written about your chosen topic (building from your individual qualitative analysis and combining them with your group members). This paper should be turned in on paper as well as emailed to Anjala.krishen@unlv.edu.

III. Qualitative Data and Analysis – Individual Assignment
Interviews: Please conduct three in-depth interviews with three different individuals (NOT a student, faculty, or staff on any campus) regarding your consumption topic of interest. We will have class time to determine these consumption scenarios per team and they will be consistent with your team members.

During these interviews, utilize Hofstede's Cultural Dimensions Theory to delve into the cultural dimensions of each of your interviewees. Allow the interviewee to select either a major national culture or a microculture within which to focus your questions and gather your information.

Also, utilize the Consumer Acculturation Model to delve into the progressive learning of cultures of each of your interviewees. Select individuals who are multicultural and discuss the cultural norms and sanctions that are part of their culture.

Objective: Your goal in the interview will be to discover how the consumer deals with their cultural heritage and how that impacts their choices in the marketplace.

Qualitative Methodologies: As you complete your interviews, you should complete two diagrams per interview. The first diagram will be based on the model (your choice of Hofstede or Consumer Acculturation). The second diagram can be one of the two types listed below (your choice per interview).

1. **Associative Mapping:** Ask the interviewee to tell you what associations (e.g., beliefs, feelings, memories, etc.) they have with their cultural segment of choice. For example, ask them to discuss how it impacts the brands they choose, and then get associations for that brand. Using these associations, construct an associative map (which should resemble a spreading activation model of semantic memory).

2. **Collaging:** Present the interviewee with several different types of magazines or online materials and ask them to cut out photos that represent how they feel about their native culture and the way it connects to the brands and products they choose (e.g., ask them to prepare a collage for the brands they choose, and another for one of the brands they consider but do not choose).

IV. Consumer Research Presentation and Outline – Group Assignment

- **Group Selection:**
  Organize into teams of three members. Email me immediately if you need help finding partners. Email to Anjala.krishen@unlv.edu by the day specified on the online syllabus or bring your list to class that day.

- **Presentation:**
  25 minute maximum presentation followed by 10 minutes of class discussion. Below is an outline for your use in the development of your topic presentation. Note that it is not necessary to follow this outline exactly as it is; it is meant to serve as a guideline of essential elements. To that end, you should not limit your presentation to exclusively these elements. Be professional and be creative!

  1. Give an overall introduction to the chapter you have been assigned. (1/4 of presentation)
     - What are the key elements of the chapter (focus on theories and frameworks)?
  2. Present the academic paper you were assigned (1/2 of presentation)
     - Introduce the paper (what journal it is, what year, the authors, the title, a brief description of the research and idea)
     - Explain the theory and conceptual framework of the paper
     - What method was used to conduct the inquiry (qualitative or quantitative), no need to delve into extensive detail on the methods/results, just brief overview
     - What are the key take-aways from the paper?
  3. Summarize your topic with a set of final conclusions. What are the latest topics related to it? (1/4 of presentation)
     - How does the academic paper relate to the chapter you presented?
     - What are the global implications of the paper and the chapter?
     - How does this piece of work enrich the field of consumer research?

**Key Grading Criteria for Consumer Research Presentation and Outline:**

- Did you command the attention of the class and present convincingly?
- Did you answer all of the questions above? I will have the list above when I grade your exam and outline, I will be looking for each of the above pieces to be covered during your presentation. Practice!
• Were you creative in your presentation and how you sold your ideas? Did you add something that you weren’t specifically asked to contribute?
• Turn in your written outline of your presentation as well as your slides on the day you present. Also email both to Anjala.krishen@unlv.edu on the same day.

V. Final Project Paper and Presentation – Group Assignment

• Final presentation
  o Overview: Each team will be randomly assigned to a presentation day and time. Each group will have 20 minutes to present and 30 minutes for constructive feedback will follow at the end of all of the presentations for that day.
  o Advice: While we will discuss what makes a good presentation in class, here are some things to consider.
    a. This is a short 20 minute "pitch" of your ideas. The presentation must be a gem—a polished shining performance. You have conducted a lot of qualitative and literature review research, however, at this stage you should only be presenting the information that is relevant to the case that you are making.
    b. Make sure to present theory from the class and academic literature you researched and put your findings into an overarching framework. Tell a story and make everything fit together. Use figures to make your story easier to follow.
    c. Turn in: Please turn in a copy of your overheads.
    d. Presentation Grading: I will grade you on the overall presentation and visual aids. You do not need elaborate visual support (a simple power point presentation or a few overheads is adequate). But you do need to distill your main ideas to help the audience grasp your key points. Watch the flow of your presentation. Is the opening engaging? Do you deliver your key closing points? Is your delivery smooth and polished? Were you creative?

• Final paper
  o The final paper should be turned in both in paper and via email to Anjala.krishen@unlv.edu. Please write a paper formatted like a journal paper. You will be given an outline to follow. Be concise yet complete in your paper. Include your interview findings (three completed per person in your group). The paper is not to exceed 35 pages (10 or 12 point font is fine), including all exhibits at the end of the paper depicting your research results (i.e., from the theory base, associative map, and/or collage exercise). You must also include a reference list with at least 15 marketing/advertising/psychology journal references. Include in the conclusion of your write-up implications of your findings for marketing strategy. Hint: The Solomon book provides many academic references to help you identify literature.

VI. Course Schedule

The course schedule can be found on the course website at http://faculty.unlv.edu/anjala then click on “current courses” and find the course.

VII. Policies

**Academic Misconduct** – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

**Copyright** – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee
or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to me during office hours so that we may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach me before or after class to discuss your accommodation needs.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, September 6, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university that could not reasonably been avoided. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=4&navoid=164.

Incomplete Grades – The grade of I – Incomplete – can be granted when a student has satisfactorily completed all course work up to the withdrawal date of that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Rebelmail - By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

Final Examinations – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Any other class specific information - (e.g., absences, make-up exams, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)

Assignments - All assignments are due at the beginning of the class for which they are assigned, both individual and group project ones. Late work will be given a grade of ZERO. No excuses on this other than medical emergencies. No need to inform instructor for missed classes, just turn in your assignments exactly when they are due, not early, not
late.

Laptops - Laptops may be used during the class period only to consult your notes or for note-taking purposes. Using the Internet for e-mailing or browsing during any session is considered as a severe lack of respect. If you are using a laptop for unrelated reasons, you may be asked to close your laptop as it is disruptive to other students who are paying attention and attending class for their benefit.

Missed Exams - If you miss an exam, you will be given a grade of zero unless you have contacted me, in advance, and are excused from the exam, in advance, by me. Examples of valid excuses include death in the family and severe illness. Examples of invalid excuses are excess workload, personal plans such as a family vacation or gathering, other appointments, and travel plans. Once again, you must inform me before the exam. There will be no exceptions to this rule. This does not, however, automatically excuse you. I must actively do so. Note that if you contact me in advance (e.g., by email) but don’t give me time to reply before the mid-term, you run the risk that I won’t excuse it. As a rule, I do not provide make-up exams. If you have an excuse, the exam will be ignored and the weight shifted entirely to the final exam. For no reason may you miss the final exam.