

MAR 7507: Perspectives on Consumer Behavior Seminar (Spring 2025)

Instructor:

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249D Stuzin Hall; Zoom office hours are Tuesday 1:00-2:00 or by email appointment.

Seminar Timeline and Due Dates:

Saturday, Jan 4	Module I article assignment due, on Canvas
Thursday, Jan 9	Module II article assignment due, on Canvas
Thursday, Jan 16	Module III article assignment due, on Canvas
Thursday, Jan 23	Module IV article assignment due, on Canvas
Friday, Jan 24	(8:00 pm to 12:30 pm) Module I: Brands Module II: Consumerism
Saturday, Jan 25	(1:30 pm to 6:00 pm) Module III: Emotions and Well-Being Module IV: Experiences
Sunday, Jan 26	(12:00 pm to 2:00 pm) Module V: Ideation & Methodology
Sunday, Feb 2	Research Idea Proposal 1 due, on Canvas
Thursday, Mar 6	Module VI article assignment due, on Canvas
Thursday, Mar 13	Module VII article assignment due, on Canvas
Thursday, Mar 20	Module VIII article assignment due, on Canvas
Thursday, Mar 27	Module IX article assignment due, on Canvas
Friday, Mar 28	(8:00 am to 12:30 pm) Module VI: Financial Decisions Module VII: Self-control
Saturday, Mar 29	(1:30 pm to 6:00 pm) Module VIII: Technology Module IX: Decision Making
Sunday, Mar 30	(10:15 am to 12:30 pm) Module X: Ideation & Methodology
Sunday, Apr 6	Research Idea Proposal 2 due, on Canvas
Sunday, Apr 27	Final Term Paper due, on Canvas

Course Description

This seminar is designed to expose DBA students to topics in consumer research, familiarize them with the research methodologies commonly used to study these topics, and hone their ability to critically evaluate existing research. These skills are expected to increase students'

ability to generate new research proposals that have the potential to contribute to marketing theory and practice.

As part of the research seminar method, students will critically review and discuss research articles on select topics. Students will present the articles in class, focusing on key takeaways, a critical assessment of the research limitations, and potential extensions. The class will discuss and evaluate the research. The instructor will provide his overall perspective on the articles and moderate the discussion. Compared with textbook-based methods, the seminar approach provides a deeper understanding of specific issues, a better appreciation of the research process and methodology, and a stronger training in research skills. The schedule below lists the topics and readings that will constitute each module.

Course Pedagogy: What is expected of you?

In order to provide students with a sample of the marketing literature, I have defined 8 broad areas, to be covered in 8 two-hour modules. There are 3 discussion articles in each module (i.e., 24 articles in total).

Each student is assigned to prepare an individual written analysis of one paper (out of three) in each module (i.e., eight articles in total during the semester). Guidelines for the analysis are listed below and examples are provided on the course website. These individual written assignments should be no longer than 20 slides and be submitted through Canvas, in either PowerPoint or PDF format, by the date indicated in the syllabus.

Note: regardless of the student-specific presentation and writing assignments on a given week, *every* student is expected to read all the discussion articles for that week and be ready to actively participate in the discussion. You are expected to read and prepare for class prior to attending and to actively participate in discussions during class. You are also encouraged to discuss the articles with your peers offline, online, or in class.

The Friday and Saturday sessions will involve a presentation and discussion of the articles assigned for that week. On Sunday, we will summarize the topics discussed on the preceding modules and provide an opportunity to discuss potential research ideas generated by students in relation to those topics.

The actual reading will take place over the weeks prior to the residential session. For example, readings for the first four modules (January 24—26) will be done in the four preceding weeks listed at the beginning of this syllabus. The written assignments related to those modules will be submitted according to the due dates listed at the top of this syllabus.

During each class module, I will randomly ask a student to present his/her analysis of a specific article. I expect the other students who were also assigned to analyze the same article to *proactively* contribute to the discussion by presenting their own perspectives on the article, posing questions, proposing ideas, and challenging the main presenter. This group of article assignees will be the core discussion group for that particular article, with the presenter leading the discussion. The other students (i.e., those who were not assigned to analyze the same paper)

are expected to participate as well by asking clarification questions, proposing perspectives and ideas of their own, and providing any relevant input that may enrich the discussion and promote their own understanding. To be clear, all students must read all the articles listed for any given module.

In addition to the weekly written analyses of discussion articles, students are required to submit two research idea proposals during the course. One of these proposals will eventually be selected as the basis for the final term paper. Your term paper should be written with the goal of identifying a potential dissertation topic. I will help you in every way I can.

Course Materials

Required readings are available on the Canvas course website. The course website also contains several useful files in the Introduction folder. These include, in addition to the syllabus, several useful readings on how to structure an article critique and what constitutes an “interesting” research idea. Also included are a sample weekly assignment and research proposals. There are not intended to be used as templates – rather, they are provided to illustrate the scope and depth I expect to see in your assignments.

Weekly Assignment Guidelines (up to 20 slides)

Note: Your slides must not use text smaller than 24-pt. I mean it. In addition to making the slides more legible, this will force you to communicate more succinctly and effectively.

Important: Don’t copy and paste chunks of text from the articles.

Your analysis of the article should address the following:

a. Motivation, Positioning, and Research Propositions (4-5 slides)

- What is the research question being addressed? Why is this important, interesting, or non-obvious (for consumers, theory, or practice)?
- How does it sit within the context of previously existing research? In what ways does it extend existing knowledge, and what is (or was) novel about it?
- What are the main hypotheses or propositions? **Use a box-and-arrow conceptual model** to describe the relationships among the focal independent variable(s), the dependent variable(s), and any moderators and/or mediators examined in the paper.
- What is (supposed to be) novel, original, clever, or differentiating in this article, based on how it is positioned?

b. Studies and Data (12-15 slides)

- What general approach did the authors use to test their ideas?
- For each study, explain the design and its underlying logic (i.e., how it tests the hypotheses). Discuss any concerns you have about the design or methodology used.
- If there are flaws in the design, how would you suggest fixing them?

- Describe the results and their meaning (i.e., interpret them). You may copy and paste graphs (but not text) from the article to include in your presentation.
- Make sure to cover all or most of the individual studies reported in the paper.

c. Conclusions and Implication (1 slide)

- What are the main takeaways? Do they challenge or validate any preexisting notions?
- Who might benefit from the findings?

d. Limitations, Critique, and Extensions (2-3 slides)

- What are the limitations of this research, in your view? **Go beyond what the authors already mentioned in their General Discussion.** Remember, scientific research is rarely without flaws, and there is plenty to critique.
- Are there any reasons to question the conclusions drawn from the results? Think about the different types of validity you have learned about.
- Is there anything you would have done differently?
- What else would you investigate to provide a deeper, more comprehensive, or more convincing examination of the research question?
- How would you extend this research? Are there any new questions you'd like to explore after reading this research?

Two Short Research Idea Proposals

You are required to submit two different short research idea proposals. Each proposal should be no more than **2 pages** in length, using a **12-point font**. Exceeding this limit may negatively affect your grade. References are not included in the page limit, but any graphics are.

Each proposal should contain the following elements:

- a. A clear and concise research question, including the motivation behind it and its potential implications. Feel free to use anecdotes, media articles, or personal observations to frame and motivate your research question.
- b. A formal hypothesis (or hypotheses) along with a box-and-arrow conceptual model illustrating the causal relationships between your independent, dependent, moderator, and/or mediator variables (as applicable).

Term Paper

The final term paper should ideally build on one of the two short proposals for which you will receive feedback from the instructor. It should follow the structure of the research articles discussed in this course, though significantly shorter. This includes grounding your work in relevant literature, developing a convincing and well-supported theory and hypotheses that address your research question, and clearly articulating the intended contribution of the research.

You are responsible for conducting a thorough literature review and ensuring that relevant research is appropriately integrated into your theoretical framework.

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Design at least two different studies (not conceptual replicates of each other) to test your theory. Generate mock data (i.e., an example of what the data might look like if the studies were conducted), analyze it, and report and discuss the results.

Important notes:

- A. The term paper is **strictly limited to 15 double-spaced pages, using a 12-pt font**. Exceeding this limit may negatively affect your grade.
- B. Since anything submitted through Canvas might remain accessible online indefinitely, it is essential that the language throughout your paper reflects the tentative nature of the project. For example, use phrases like “I plan to test whether...” rather than “I show that...”. You must also clarify that the data and results are fictional, generated solely for illustrative purposes. Remember, the internet never forgets, and someone may come across your “findings” in the future.

Student Evaluation

Your final evaluation will reflect the following components:

Eight individual PowerPoint assignments (4% each)	32%
Two individual short research proposals (12% each)	24%
Individual Final Term Paper	30%
Presentation, participation, and individual contribution throughout	14%

Students must complete all assignments in time. Unexcused late submissions will not be accepted and students will not receive credit. Students should attend all class sessions, adequately prepare for every class, arrive on time, and stay for the duration. Students should inform the instructor in advance of any problem that may prevent them from attending.

Final grades will be based on obtaining the following percentage of total course points: 94-100% = A; 90-94% = A-; 87-90% = B+; 84-87% = B; 80-84% = B-; 77-80% = C+; 74-77% = C; 70-74% = C-; 67-70% = D+; 64-67% = D; 61-64% = D-; 0-61% = F.

Discussion Articles

MODULE I (January 24; individual analysis due Jan. 4): Brands

- 1 Wilcox, Keith, Hyeong Min Kim, and Sankar Sen (2009), "Why do consumers buy counterfeit luxury brands?" *Journal of marketing research*, 46 (2), 247-259.
- 2 Fournier, Susan (1998), "Consumers and their brands: Developing relationship theory in consumer research," *Journal of consumer research*, 24 (4), 343-373.
- 3 Khan, Uzma, Saetbyeol Kim, Suwon Choi, and Aparna Labroo (forthcoming), "Diversity Representations in Advertising: Enhancing Variety Perceptions and Brand Outcomes," *Journal of consumer research*.

MODULE II (January 24; individual analysis due Jan. 9): Consumerism

- 4 Sela, Aner and Robyn A. LeBoeuf (2017), "Comparison Neglect in Upgrade Decisions," *Journal of Marketing Research*, 54 (August), 556-571.
- 5 Goor, Dafna, Nailya Ordabayeva, Anat Keinan, and Sandrine Crener (2020), "The impostor syndrome from luxury consumption," *Journal of Consumer Research*, 46 (6): 1031-1051.
- 6 Wang, Yajin, Alison Jing Xu, and Ying Zhang (2023), "L'Art Pour l'Art: experiencing art reduces the desire for luxury goods," *Journal of Consumer Research*, 49 (5), 786-810.

MODULE III (January 25; individual analysis due Jan. 16): Emotions and Well-Being

- 7 Lee, Leonard, On Amir, and Dan Ariely (2009), "In search of homo economicus: Cognitive noise and the role of emotion in preference consistency," *Journal of consumer research*, 36 (2), 173-187.
- 8 Rebecca K. Ratner and Rebecca W. Hamilton (2015), "Inhibited from Bowling Alone," *Journal of Consumer Research*, 42 (2), 266-283.
- 9 Hsee, Christopher K., Yang Yang, Naihe Li, and Luxi Shen (2009), "Wealth, warmth, and well-being: Whether happiness is relative or absolute depends on whether it is about money, acquisition, or consumption," *Journal of Marketing Research*, 46 (3), 396-409.

MODULE IV (January 25; individual analysis due Jan. 23): Experiences

- 10 Nicolao, Leonardo, Julie R. Irwin, and Joseph K. Goodman (2009), "Happiness for sale: Do experiential purchases make consumers happier than material purchases?" *Journal of consumer research*, 36 (2), 188-198.
- 11 Andrade, Eduardo B., and Joel B. Cohen (2007), "On the consumption of negative feelings," *Journal of Consumer Research*, 34 (3), 283-300.
- 12 Keinan, Anat, and Ran Kivetz (2011), "Productivity orientation and the consumption of collectable experiences," *Journal of consumer research*, 37 (6), 935-950.

MODULE VI (March 28; individual analysis due Mar. 6): Financial Decisions

- 13 Sussman, Abigail B., and Adam L. Alter (2012), "The exception is the rule: Underestimating and overspending on exceptional expenses," *Journal of Consumer Research*, 39 (4), 800-814.
- 14 Amar, Moty, Dan Ariely, Shahar Ayal, Cynthia E. Cryder, and Scott I. Rick (2011), "Winning the battle but losing the war: The psychology of debt management," *Journal of Marketing Research*, 48 (special issue), S38-S50.
- 15 Park, Jane Jeongin and Aner Sela (2018), "Not My Type: Why Affective Decision-Makers Are Reluctant to Make Financial Decisions," *Journal of Consumer Research*, 45 (2), 298-319.

MODULE VII (March 28; individual analysis due Mar. 13): Self-Control

- 16 Kivetz, Ran, and Itamar Simonson (2002), "Self-control for the righteous: Toward a theory of precommitment to indulgence," *Journal of consumer research*, 29 (2), 199-217.
- 17 Klesse, Anne-Kathrin, Jonathan Levav, and Caroline Goukens (2015), "The effect of preference expression modality on self-control," *Journal of Consumer Research*, 42 (4), 535-550.
- 18 Redden, Joseph P., and Kelly L. Haws (2013), "Healthy satiation: The role of decreasing desire in effective self-control," *Journal of Consumer Research*, 39 (5), 1100-1114.

MODULE VIII (March 29; individual analysis due Mar. 20): Technology

- 19 Song, Camilla and Aner Sela (2023), "Phone and Self: How Smartphone Use Increases the Preference for Uniqueness," *Journal of Marketing Research*, 60 (3), 473-488.
- 20 Park, Sang Kyu, Yang Yang, and Shunyuan Zhang (2024), "Identifying and Mitigating the Unintended Consequences of Raising Awareness of Algorithmic Bias," *working paper*.
- 21 Ward, Adrian F., Kristen Duke, Ayelet Gneezy, and Maarten W. Bos (2017), "Brain drain: The mere presence of one's own smartphone reduces available cognitive capacity," *Journal of the association for consumer research*, 2 (2), 140-154.

MODULE IX (March 29; individual analysis due Mar. 27): Decision Making

- 22 Kivetz, Ran, and Itamar Simonson (2003), "The idiosyncratic fit heuristic: Effort advantage as a determinant of consumer response to loyalty programs," *Journal of marketing research*, 40 (4), 454-467.
- 23 Schrift, Rom Y., Oded Netzer, and Ran Kivetz (2011), "Complicating choice," *Journal of Marketing Research*, 48 (2), 308-326.
- 24 Sela, Aner, Jonah Berger and Wendy Liu (2009), "Variety, Vice, and Virtue: How Assortment Size Influences Option Choice," *Journal of Consumer Research*, 35 (April), 941-951.

University of Florida Policies

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies, found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

The final letter grading scale will be set by the instructor based on the performance of a student relative to the class. For more information on the grading policy see: <http://www.registrar.ufl.edu/staff/grades.html>
Details of the letter grades and grade point computation can be found at:
<http://www.registrar.ufl.edu/catalog1011/policies/regulationgrades.html>

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Academic Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, students are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with me.

Counseling and Wellness

Please contact <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575 or the University Police Department: 392-1111 or 9-1-1 for emergencies.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040.