



University of
New Haven

The Psychology of Marketing

SECTION I: Course Overview

Course Code: PSY322DUB/MKT322DUB

Subject Area(s): Psychology, Marketing

Prerequisites: See Below

Language of Instruction: English

Total Contact Hours: 45

Recommended Credits: 3

COURSE DESCRIPTION

This course provides an overview and analysis of the main psychological theories that are relevant within the field of market psychology. How does psychology apply to marketing? Clearly, psychology and marketing are closely related. What we buy is a function of how we think and what we think is a product of the way our minds and hearts work. It therefore takes some knowledge of basic psychology and human behavior to succeed at marketing. As a marketing strategist, you need be looking less at what your product has to offer per se and more to the psychology of the consumers to whom you want to sell it.

You will also take into account discrete cultural differences in consumer behavior; given that culture is an external influence affecting consumer identity, attitudes and purchasing behavior. That is, culture represents influences that are imposed on the consumer by other individuals. You will therefore explore salient differences between U.S. and non-U.S. consumers that marketing managers need to identify and understand.

You will also study cognition-oriented theories related to the psychology of marketing to better understand how people process and respond to information and messaging. Next you will investigate personal development and reflect upon concepts such as personality, the capacity to learn, perception, cognition, and the resultant memory contents and related structures. Since marketing is oriented toward the act of exchange and reciprocity taking place within a configuration of power that is rarely balanced, the course will also explore the theories of “power, control, and exchange”. At the end of the course, you will investigate the biological basis of the varied psychological theories covered in class.

Lastly, you will learn how to apply theories to distinct cultural contexts while interpreting the reality of market psychology through various experiential learning activities, such as devising a marketing plan for a specific company overseas and interviewing guest speakers about their companies based outside of the United States.

LEARNING OBJECTIVES

Cognitive / Knowledge Skills:

- describe how the field of psychology complements the field of marketing
- describe the role of personality, emotions, and motivation in consumer behavior and how culture influences on this behavior and on psychology
- explain the role power plays in influencing consumer and marketing behavior
- discover and describe host-city manifestations of the influence of psychology on local consumer behavior
- identify & describe the main psychological theories that help explain consumer behavior
- list and explain the rules of perception as they apply to marketing psychology

Analytical / Critical Thinking Skills (Oral & Written)

- use standards of critical thinking to inform your understanding of key course concepts
- use local and international scholarship to explore key course concepts
- apply basic principles of biological psychology to the analysis of marketing
- evaluate how marketing techniques are rooted in psychology
- evaluate the importance of emotions in advertising campaigns
- identify how your locus of control works and evaluate your own self-control

Affective & Behavioral / Attitudinal Skills

- develop and convey empathy for the host peoples' attitudes towards consumption
- become curious about the interface between marketing and psychology
- develop an open mind regarding local consumer habits
- use knowledge of psychology to become a more aware and self-directed consumer
- use knowledge of marketing psychology to engage positively with host people & culture

PREREQUISITES

Prior to enrollment, this course requires you to have completed **two** 100-level courses in any of the following subject areas: Psychology, Marketing.

CROSS-LISTED COURSE

Due to the interdisciplinary nature of the content, this course is cross-listed with Psychology (PSY322) as well as Marketing (MKT332). The instructor will provide directions during the first week of class regarding how to choose your desired course code.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name:	TBA
Contact Information:	TBA
Term:	SEMESTER

The instructor reserves the right to make changes or modifications to this syllabus as needed

ATTENDANCE POLICY

This class will meet twice weekly for 90 minutes. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTERS		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X th Absence
Courses meeting 2 day(s) per week	2 Absences	8 th Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES								
Absence	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Penalty	No Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	1.5 Grades Docked	2 Grades Docked	2.5 Grades Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES								
Grade	A+	A+	A	A-	B+	B	B-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

Class Participation	10%
Field Study Participation	10%
Guest Speaker Participation	10%
Marketing Plan Presentation	20%
Marketing Plan Support Document	10%
Midterm Exam	20%
Final Exam	20%

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The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

Class Participation (10%): Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	A+ (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	A/A- (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B+/B (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	B-/C+ (8.39 – 7.70)

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You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C/C- (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	D (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	F (5.99 – 0.00)

Field Trip Participation, Engagement and Reflection (10%): Throughout the term there will be two field studies: 1) to meet the Market Development Officer for Guinness in the Guinness Business center, followed by a tour of the brewery to analyze their world famous advertising and 2) a meeting with the Marketing Communications Manager for Dubarry, Irish Outdoor clothing. This 10% of your grade is reserved for 1) *Before*: How you prepare for the visit(s) – research, logistics, motivation, 2) *During*: How you engage with the Visit /guide/colleagues/ professor/exhibits/ installations while you are there including your demeanor, questions and attitude and 3) *After* – how you analyze and relate the ‘meaning’ of the visit to your course content, include it in your final exam, refer to it in class etc.

Guest Speaker Participation, Engagement and Reflection (10%): During the term there will be two guest speakers who, as guest professors, will give lectures on the specialist topics of Psychology of Marketing in Practice and the Psychology of Selling. This 10% of your grade is reserved for 1) *Before*: How you prepare for the talk – your research, 2) *During*: How you engage with the speaker including your demeanor, questions and attitude and 3) *After* – how you analyze and relate the ‘meaning’ of the content of the talk to your course content, include it in your final exam, refer to it in class etc.

Marketing Plan (20% + 10%): In groups, you will have to present the logic behind the elements of your marketing plan for an Irish brand i.e justify the psychology behind, and the desired affect of your Product, Place, Price, and Promotional Strategies. This will consist of 20% for the oral presentation and defense of your strategy and 10% for a written support paper.

Midterm & Final Exams (20% & 20%): The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. Each exam covers only the segment of the course preceding it, i.e. the final exam is not cumulative. Exam questions will be drawn from course lectures, films, handouts, and reading assignments. The exams will test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course which will manifest themselves as both short questions and longer essay style answers.

REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. **REQUIRED TEXT(S):** You may purchase the required text(s) prior to departure or upon program arrival. The required text(s) are listed below:

Raab, Gerhard; Goddard, G. Jason; Ajami, Riad A. The Psychology of Marketing: Cross-Cultural Perspectives.

II. SELECTED READING(S): The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

Bakir, Aysen; Palan, Kay M. "How Are Children's Attitudes Toward Ads and Brands Affected by Gender-Related Content in Advertising?" *Journal of Advertising*. Vol. 39 Issue 1. (Spring2010): 35-48.

Bawa, Anupam; Kansal, Purva. "Cognitive Dissonance and the Marketing of Services: Some Issues". *Journal of Services Research*. Vol. 8 Issue 2. (Oct2008): 31-51.

Bhattacharjee, Amit. "Constraints and Consequences: Psychological Reactance in Consumption Contexts". *Advances in Consumer Research - North American Conference Proceedings*. Vol. 37. (2010): 53-56.

Bitektine, Alex. "Toward a Theory of Social Judgments of Organizations: The Case of Legitimacy, Reputation, and Status". *Academy of Management Review*. Vol. 36 Issue 1. (2011): 151-179.

Bradley, Nigel. "Graphology: A Tool for Marketing". *Marketing Review*. Vol. 11 Issue 2 (Summer 2011): 103-115.

Briñol, Pablo; Petty, Richard E.; Tormala, Zakary. "Self-Validation of Cognitive Responses to Advertisements". *The Journal of Consumer Research*. Vol. 30, Issue 4. (Mar2004): 559-573.

Chandrashekar, Rajesh; Suri, Rajeneesh; Grewal, Dhruv. "Red Squares and Blue Circles: How Color Affects Processing of Price Information". *Advances in Consumer Research - Asia-Pacific Conference Proceedings*. Vol. 8. (2009): 372-372.

Cotte, June; Wood, Stacy L. "Families and Innovative Consumer Behavior: A Triadic Analysis of Sibling and Parental Influence". *Journal of Consumer Research*. Vol. 31 Issue 1. (Jun2004): 78-86.

Daniel R. "Review of 'Reverse Psychology Marketing: The Death of Traditional Marketing and the Rise of the New 'Pull Game'". *Psychology & Marketing*, Vol. 28(9). (Sep, 2011): 974-975.

Diaconu, Mihaela. "Considerations About the Relationship between the Work Satisfaction - Marketing Capabilities and the Performance in the Performing Services Organizations. *Journal of Knowledge Management, Economics & Information Technology*. Vol. 1 Issue 5. (2011): 59-74.

Fisher, Robert J.; Dubé, Laurette. "Gender Differences in Responses to Emotional Advertising: A Social Desirability Perspective". *Journal of Consumer Research*. Vol. 31 Issue 4. (Mar2005): 850-858.

Goffin, Richard D.; Jelley, R. Blake; Powell, Deborah M.; Johnston, Norman G. "Taking Advantage of Social Comparisons in Performance Appraisal: The Relative Percentile Method". *Human Resource Management*. Vol. 48 Issue 2. (Mar/Apr2009): 251-268.

Gotlieb, Jerry. "Justice in the Classroom and Students' Evaluations of Marketing Professors' Teaching Effectiveness: An Extension of Prior Research Using Attribution Theory". *Marketing Education Review*. Vol. 19. Issue 2. (Summer2009): 1-14.

Gould, Stephen Terence. "Simple Power Patterns in Response to Advertising". *Journal of Advertising Research*. Vol. 42 Issue. (Nov/Dec2002): 55-68.

Huang, Ming-Hui. "The Theory of Emotions in Marketing". Detail Only Available: *Journal of Business and Psychology*, Vol. 16, Issue 2. (Win 2001): 239-247.

Janssens, Wim; De Pelsmacker, Patrick. "Smells Like Me". *International Journal of Market Research*. Vol. 51 Issue 4. (2009): 465-480.

- Lam, Son K.; Kraus, Florian; Ahearne, Michael. "The Diffusion of Market Orientation Throughout the Organization: A Social Learning Theory Perspective". *Journal of Marketing*. Vol. 74 Issue 5. (Sep2010): 61-79.
- Montgomery, David B.; Ramus, Catherine A. "Calibrating MBA Job Preferences for the 21st Century". *Academy of Management Learning & Education*. Vol. 10 Issue 1 (Mar2011): 9-26.
- Oxoby, Robert J.; Finnigan, Hugh. "Developing Heuristic-Based Quality Judgments: Blocking in Consumer Choice". *Psychology & Marketing*, Vol. 24 Issue 4. (Apr, 2007): 295-313.
- Pfeffer, Jeffrey. "Power Why Some People Have It, And Others Don't". Full Text Available in: *Rotman Magazine*. Spring 2011, 101-103.
- Pfeffer, Jeffrey. "Power Play". *Harvard Business Review*. Vol. 88 Issue 7/8. (Jul/Aug2010): 84-92.
- Puccinelli, Nancy M.; Motyka, Scott; Grewal, Dhruv. "Can You Trust a Customer's Expression? Insights into Nonverbal Communication in the Retail Context". *Psychology & Marketing*. Vol. 27 Issue 10. (Oct2010): 964-988.
- Saad, Gad; Gill, Tripat. "Applications of Evolutionary Psychology in Marketing". *Psychology & Marketing*. Vol. 17 Issue 12. (Dec2000): 1005-1034.
- Scheibehenne, Benjamin; Greifeneder, Rainer; Todd, Peter M. "What moderates the too-much-choice effect?" *Psychology & Marketing*. Vol. 26 Issue 3. (Mar2009): 229-253.
- Shabbir, Haseeb Ahmed Reast, Jon Palihawadana, Dayananda. "25 Years of Psychology & Marketing: A Multidimensional Review". *Psychology & Marketing*. Vol. 26(12), (Dec, 2009): 1031-1065.
- Spangenberg, Eric R.; Sprott, David E.; Grohmann, Bianca; Smith, Ronn J. "Mass-Communicated Prediction Requests: Practical Application and a Cognitive Dissonance Explanation for Self-Prophecy". *Journal of Marketing*. Vol. 67 Issue 3. (Jul2003): 47-62.
- Takhar, Amandeep; Maclaran, Pauline; Parsons, Elizabeth; Broderick, Anne. "Consuming Bollywood: Young Sikhs Social Comparisons with Heroes and Heroines in Indian Films". *Journal of Marketing Management*. Vol. 26 Issue 11/12. (Oct2010): 1057-1073.
- "The psychology of mobile marketing". *Travel Trade Gazette UK & Ireland*. (2012): 29-29
- Truhon, Stephen A. "Do We Still Need Stage Theories of Development?" *PsycCRITIQUES*. Vol. 57 Issue 15. (2012)
- Tsirod, Michael; Mittal, Vikas; Ross Jr., William "The Role of Attributions in Customer Satisfaction: A Reexamination". *The Journal of Consumer Research*. Vol. 31 Issue 2. (Sep2004): 476-483.
- Yanliu, Huang; Hutchinson, J. Wesley. "Counting Every Thought: Implicit Measures of Cognitive Responses to Advertising". *Journal of Consumer Research*. Vol. 35 Issue 1 (Jun2008): 98-118.
- Yong Jian Wang. "The Application of Attribution Theories in Marketing Research: A Critique". *Review of Business Research*. (2008), Vol. 8 Issue 3, p174-180.
- Young "Sally" Kim. "Application of the Cognitive Dissonance Theory to the Service Industry". *Services Marketing Quarterly*. Vol. 32 Issue 2. (Apr-Jun2011): 96-112.
- Walmsley, Ben. "Why people go to the theatre: A qualitative study of audience motivation". *Journal of Customer Behaviour*. Vol. 10 Issue 4. (Winter2011):335-351.

Woodside, Arch G.; Sood, Suresh; Miller, Kenneth E. "When consumers and brands talk: Storytelling theory and research in psychology and marketing". *Psychology & Marketing*. Vol. 25 Issue 2. (Feb2008): 97-145.

Zeelenberg, Marcel; Pieters, Rik. "A Theory of Regret Regulation 1.0". *Journal of Consumer Psychology* (Lawrence Erlbaum Associates). Vol. 17 Issue 1. (2007):3-18.

Zielke, Stephan. "Integrating Emotions in the Analysis of Retail Price Images". *Psychology & Marketing*, Vol. 28(4). (Apr, 2011): 330-359.

III. SELECTED VIDEOS:

Bobo Doll experiment (Bandura) - <http://www.youtube.com/watch?v=eqNaLerMNOE>

Cognitive Dissonance - <http://www.youtube.com/watch?v=zuUPW86Nxo4>

Conformity - <http://www.youtube.com/watch?v=TrNIuFrso8I>

Consumer psychology in recession - <https://www.youtube.com/watch?v=XJqcC9d675Q>

Cultural influence on perception - <https://www.youtube.com/watch?v=ayUUe31NKtQ>

Dr. David Matsumoto discusses culture and personality - <http://www.youtube.com/watch?v=T-ke3zyO8Q>

Explainer: How Many Megabytes Does Your Brain Hold? - <http://www.youtube.com/watch?v=vqcGjA1JH50&feature=fvsr>

Maslow's Hierarchy of Needs - <http://www.youtube.com/watch?v=QxdNzOVRAmA>

Mintzberg on Entrepreneurship I - <http://www.youtube.com/watch?v=d5vxkdnVYb0>

Mintzberg on Entrepreneurship II - <http://www.youtube.com/watch?v=pChI8G7eEMo&feature=relmfu>

The Monkey Business Illusion - http://www.youtube.com/watch?v=IGQmdoK_ZfY

The Neuroscience of Emotions - <http://www.youtube.com/watch?v=tShDYA3NFVs>

Personality A and B questionnaire - <http://personality-testing.info/tests/AB.php>

Personality test based on C. Jung and I. Briggs Myers type theory - www.humanmetrics.com/cgi-win/jtypes2.asp

Psychology of Marketing - http://www.youtube.com/watch?v=3PBviB3Lw_g

Power: Why Some People Have It and Others Don't - http://www.youtube.com/watch?v=0eFln_mdXGY

Responsibility of Strangers - Social Experiment - <http://www.youtube.com/watch?v=tzLZD1gA5us>

The Stanford Prison Experiment - <https://www.youtube.com/watch?v=3XN2X72jrFk>

Social Psychology Project: Psychological Reactance - <http://www.youtube.com/watch?v=fvj2MbdKvAI>

Why do we buy? - <http://www.youtube.com/watch?v=gvdAlb7jYds>

RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

The instructor reserves the right to make changes or modifications to this syllabus as needed

Capatti, A. and Montanari, M. *Italian Cuisine. A Cultural History*, New York: Columbia University Press, 2003.

Cole, John W. and Wolf, Eric R. *The Hidden Frontier; Ecology and Ethnicity in an Alpine Valley*, New York: Academic Press, 1999.

Drollinger, Tanya. "A Theoretical Examination of Giving and Volunteering Utilizing Resource Exchange Theory". *Journal of Nonprofit & Public Sector Marketing*. Vol. 22 Issue 1. (2010): 55-66.

Farnham, Surrey, Taylor & Francis, 2016. p. 414. ISBN-13:9781317018698, also available online/in Kindle versions.

Hayes-McCoy, Robert; *Persuasive Direct Marketing, here's what you say and how I write it'*, Cork, Oak Tree Press, 2005.

Mukhopadhyay, Anirban; Yeung, Catherine W.M. "Building Character: Effects of Lay Theories of Self-Control on the Selection of Products for Children". *Journal of Marketing Research (JMR)*. Vol. 47 Issue 2. (Apr2010): 240-250.

Sawyer, Alan G.; Noel, Hayden; Janiszewski, Chris. "The Spacing Effects of Multiple Exposures on Memory: Implications for Advertising Scheduling". *Journal of Advertising Research*. Vol. 49 Issue 2. (Jun2009): 193-197.

Travel Trade Gazette UK & Ireland. "The Psychology of Mobile Marketing". (2012): 29-29.

Underhill, Paco; *Why we buy – the science of shopping*, New York, Simon & Schuster, 2009.

ADDITIONAL RESOURCES

In order to ensure you success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the "While You're Abroad Tab" and make sure you are under the "Academics" sub-menu. There you will see a link above your schedule that says "View Online Courses" select this link to be taken to your Moodle environment.

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- **Online Reference & Research Tools:** The course instructor has identified the resources below to assist you with understanding course topics. You are encouraged to explore these and other avenues of research including the databases available via the UNH online library.

E-journals:

Journal of Business and Psychology

Psychology & Marketing

Journal of Consumer Psychology

Websites:

Consumer Behavior: The Psychology of Marketing - www.consumerpsychologist.com

Consumer behavior - <http://www.consumerbehavior.org/>

Dubarry Shoe & Outdoor Clothing Co - <https://www.dubarry.ie/>

Other Video Resources

Locus of Control

<http://www.youtube.com/watch?v=XeCLVVHm7nY>

Eli Bay Discusses the “Type A” Personality

<http://www.youtube.com/watch?v=zvx1nUYy8s0>

Social Exchange & Equity Theory

<http://www.youtube.com/watch?v=uZDmb9FaNy0>

Neuro-marketing World Forum 2012: Applying neuro-marketing to improve business results

<http://www.youtube.com/watch?v=3Nqy2aWJMfE>

COURSE CALENDAR
Psychology of Marketing

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	Introduction to Market Psychology	<p style="text-align: center;">Syllabus Review</p> <p style="text-align: center;">Student Assessment</p> <p style="text-align: center;">Video: Psychology of Marketing (see above)</p> <p style="text-align: center;">Lecture & Discussion</p> <p>Workshops: In small groups, classify consumers according to their different behavior during the economic crisis. Also, classify the different type of products and services we consume and the consumer's attitude during the economic crisis.</p> <p style="text-align: center;">Video: Consumer Psychology in Recession (see above)</p> <p style="text-align: center;">The Marketing Plan</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Raab, et.al. Pgs.1-11. • “The psychology of mobile marketing” • Shabbir, et al. Pgs. 1031-1065 • Daniel, Pgs.974-975
2	Perception & Social Judgment	<p style="text-align: center;">Lecture & Discussion</p> <p style="text-align: center;">Video: The Monkey Business Illusion (see above)</p> <p>Asch's Experiment: Students will participant in the experiment</p> <p style="text-align: center;">Video: Conformity (see above)</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Raab, et. al. Pgs.17-28 • Bitektine, Pgs. 151-179
3	Guest Speaker	<i>“The Consumer Decision Making Process in action”</i>	<p>Readings:</p> <p>As prescribed by professor in advance of guest lecture</p>
4	The Theory of Social Comparisons	<p style="text-align: center;">Activity & Discussion:</p> <p>Activity 1: Provide specific examples of how your organization or university has utilized the theory of social comparisons for success</p> <p style="text-align: center;">Video: The Stanford Prison Experiment (see above)</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Raab et.al. Pgs.. 31-39 • Goffin, et.al. Pgs.. 251-268 • Takhar, et. al. Pgs.. 1057-1073 <p>Prepare Activity 1: Provide specific examples of how your organization or university or a product/service you use has utilized the theory of social comparisons for success</p>

			*Submit Parapharmacy assignment
5	The Theory of Cognitive Dissonance	<p>Activities & Discussion:</p> <p>Activity 2: Provide an example of Heider's Balance Theory as it relates to your organization or university</p> <p>Activity 3: Do we live in an age of consonance? Take a position and cite examples from business, popular media, and your personal experiences</p> <p>Video: Cognitive Dissonance (see above)</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Raab, et.al. Pgs.. 43-61 • Bawa, A.; Kansal, P. Pgs. 31-51 • Young "Sally" Kim. Pgs. 96-112 • Spangenberg, et.al. Pgs. 47-62 <p>Prepare Activities 2 & 3: Write a paragraph to answer questions assigned</p>
6	The Theory of Psychological Reactance	<p>Activity & Discussion:</p> <p>Activity 4: Discuss situations in your organization or university where personnel policy has been influenced by the perceived constriction of freedom. How was it resolved?</p> <p>Video: Social Psychology Project: Psychological Reactance (see above)</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Raab, et.al. Pgs. 65-74 • Bhattacharjee, A. Pgs. 53-56 <p>Prepare Activity 4: Write a paragraph to answer questions assigned</p>
7	Attribution Theories	<p>Activity & Discussion:</p> <p>Activity 5: Discuss how the concepts outlined in this chapter can be used to help your organization's (or university's) market segmentation and customer orientation efforts.</p> <p>Video: Responsibility of Strangers - Social Experiment (see above)</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Raab, et. al. Pgs. 77-91 • Yong J., Pgs. 174-180 • Gotlieb, Pgs. 1-14 • Tsirod, et.al. Pgs. 476-483 <p>Prepare Activity 5: Write a paragraph to answer questions assigned</p>
8	Cognitive Response	<p>Activity & Discussion:</p> <p>Activity 6: Given the discussion in this chapter, outline the most appropriate marketing mix for your organization</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Raab, et.al. Pgs. 95-102 • Yanliu, H.; Hutchinson, J. W. Pgs. 98-118 • Briñol, et.al. Pgs. 559-573 <p>Prepare Activity 6: Write a paragraph on questions assigned</p>
9	Study Visit	<i>Dubarry Shoe & Outdoor Clothing Co – European Marketing Communications Exec.</i>	<p>Visit https://www.dubarry.ie/ for product and image orientation</p> <p>Research/Google “Dubarry Marketing Strategy” & prepare questions as assigned in class</p>

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10	Information Processing	<p>Activity & Discussion:</p> <p>Activity 7: Provide some examples of marketing communication where both perception and memory image were utilized effectively</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Raab, et.al. Pgs. 105-114 • Woodside, et.al. Pgs. 97-145 <p>Prepare Activity 7: write a paragraph on questions assigned</p>
11	Judgment Heuristics	<p>Activity & Discussion:</p> <p>Discuss the concept of anchoring heuristics and how these are useful in branding strategy for your organization</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Raab, et.al. Pgs. 117-125 • Montgomery, et.al. Pgs. 9-26 • Oxoby, R. J.; Finnigan, H. Pgs. 295-313 • Scheibehenne, et.al Pgs. 229-253
12	Guest Speaker	<p><i>“The Psychology of the Supermarket”</i></p>	<p>Readings:</p> <ul style="list-style-type: none"> • As prescribed by professor in advance of lecture
13	Developmental Psychology	<p>Lecture & Discussion</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Raab, et. al. Pgs. 129-142 • Saad, G.; Gill, T. Pgs. 1005-1034 • Truhon, (2012) • Bakir, A.; Palan, K. M. Pgs. 35-48 • Cotte, J.; Wood, S. L. Pgs. 78-86
14	Midterm Exam Review Marketing Plan	<p>Marketing Plan</p>	<p>Prepare for midterm exam</p>
15	<p>MIDTERM EXAM 90 minute in class formal written exam</p>		
16	Personality Theories	<p>Lecture & Discussion</p> <p>Questionnaire: Personality type A and B (see above)</p> <p>Personality test based on C. Jung and I. Briggs Myers type theory (see above)</p> <p>Video: Dr. David Matsumoto discusses culture and personality (see above)</p> <p>Activity & Discussion:</p> <p>Activity 8: Think of some well-known entrepreneurs</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Raab, et.al. Pgs. 147-162 • Janssens, W.; De Pelsmacker, P.; Pgs. 465-480 • Bradley, Pgs. 103-115 <p>Prepare Activity 8: Write a paragraph to answer questions assigned</p>

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		<ul style="list-style-type: none"> ○ What qualities of personality helped to make them successful? ○ What are some personality traits that are not desirable for company founders <p>Videos (see above): Mintzberg on Entrepreneurship I Mintzberg on Entrepreneurship II</p>	
17	The Psychology of Perception	<p style="text-align: center;">Activity & Discussion:</p> <p>Activity 9: How has the perception of price been utilized in advertising campaigns in the following industries: automobiles, grocery, oil and gas, banking.</p> <p>Video: Cultural influence on perception (see above)</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Raab, et. al. Pgs. 167-178 • Gould, Pgs. 55-68 • Chandrashekar, et.al. Pgs. 372-372 <p>Prepare Activity 9: Write a paragraph on questions assigned</p>
18	Study Visit	<i>Guinness Market Development Officer</i>	--
19	Project Presentations	In-class group presentations	Project Presentations
20	Learning Theories	<p style="text-align: center;">Activity & Discussion:</p> <p>Activity 10: Describe the four stages of the process of individualization; provide examples of specific products where this has occurred in your experience.</p> <p>Video: Bobo Doll experiment (Bandura) (see above)</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Raab, et.al. Pgs. 181-193 • Lam, et.al. Pgs. 61-79 <p>Prepare Activity 10: Write a paragraph to answer questions assigned</p>
21	Motivation I	<p style="text-align: center;">Lecture & Discussion</p> <p>Video: Why do we buy? (see above)</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Raab, et.al. Pgs. 199-217 • Diaconu, Pgs. 59-74 <p>*Full monty marketing plan presentations</p>
22	Motivation II	<p style="text-align: center;">Activities & Discussion:</p> <p>Activity 11: Discuss the difference between being motivated by a hope of success versus a fear of failure. Provide examples from your working experience to clarify the differences</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Raab, et.al. Pgs. 199-217 • Walmsley, Pgs. 335-351

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		<p>Activity 12: Discuss the difference between being motivated by a hope of success versus a fear of failure. Provide examples from your experience as an student to clarify the differences</p> <p>Video: Maslow's Hierarchy of Needs(see above)</p> <p>Portal de l'Angel Field Study and presentations in class</p>	<p>Prepare Activities 11 & 12: Write a paragraph to answer questions assigned</p>
23	Emotions	<p>Activities & Analysis: Identify emotions in face expressions pictures</p> <p>Activity 13: Analyze a TV spot based on an emotional experiential value</p> <p>Activity & Discussion:</p> <p>Activity 14: Explain the need for different advertising campaigns in culturally diverse environments</p> <p>Video : The Neuroscience of Emotions (see above)</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Raab, et.al. Pgs. 221-234 • Puccinelli, et.al. Pgs. 964-988 • Huang, Pgs. 239-247 • Fisher, R. J.; Dubé, L. Pgs. 850-858 • Zeelenberg, M.; Pieters, R. Pgs. 3-18 • Zielke, Pgs. 330-359 <p>Prepare Activity 13: Analyze emotions on TV spots</p> <p>Prepare Activity 14: Write a paragraph to answer questions assigned</p>
24	Power	<p>Activity & Discussion: Power questionnaire (The various ways that power can be exerted)</p> <p>Video: Power: Why Some People Have It and Others Don't (see above)</p> <p>Film analysis: The Last Castle</p> <p>Activity 15: Provide some examples of power structure and use in your organization, church, and family</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Raab, et.al. Pgs. 239-260 • Pfeffer, (2011) Pgs. 101-103 & (2010) Pgs. 84-92 <p>Fill out questionnaire (Power)</p> <p>Film: The Last Castle</p> <p>Prepare Activity 15: Find an organizational structure you are familiar with and bring it to the class.</p>
25	<p>FINAL EXAM 90 minute in class formal written exam</p>		

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SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)