



## *Consumer Behavior*

### **SECTION I: Course Overview**

**Course Code:** MKT310BCN

**Subject Area(s):** Marketing

**Prerequisites:** See below

**Language of Instruction:** English

**Total Contact Hours:** 45

**Recommended Credits:** 3

### **COURSE DESCRIPTION**

In this course students will learn why consumers behave the way they do, how environmental forces influence and shape our behavior, and the practical marketing implications of that behavior. Topics will include consumer behavior decision making and the effects that internal influences (motivation, perception, affect, personality, lifestyles, and values) and external influences (culture, family, social class, competition, group influences and social media) have in that decision making process.

### **LEARNING OBJECTIVES**

Upon successful completion of this course, you will be able to:

- Identify current theories and research from the behavioral sciences (e.g. psychology, sociology, economics) that help to understand consumer behavior.
- Discuss the relevance of consumer analysis for the design, implementation, and evaluation of marketing strategies.
- Relate consumer behavior concepts to real-world marketing problems.
- Analyze current trends in consumer behavior as they relate to the marketing of a real product or service

### **PREREQUISITES**

Prior to enrollment, this course requires you to have completed an introductory course in Marketing.

## SECTION II: Instructor & Course Details

### INSTRUCTOR DETAILS

<b>Name:</b>	TBA
<b>Contact Information:</b>	TBA
<b>Term:</b>	SEMESTER

### ATTENDANCE POLICY

This class will meet once weekly for 150 minutes each session. All students are expected to arrive on time and prepared for the day's class session. Class may meet for more sessions per week, to meet a total of 45 contact hours.

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 – SEMESTER		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X <sup>th</sup> absence
Courses meeting 1 day(s) per week	1 Absence	4 <sup>th</sup> 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 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				
Grade	A+	A	A-	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.

<b>Class Participation</b>	<b>10%</b>
<b>Field Study assignment</b>	<b>5%</b>
<b>Guest Speaker assignment</b>	<b>5%</b>
<b>Group Project Paper</b>	<b>20%</b>
<b>Group Project Presentation</b>	<b>20%</b>
<b>Midterm Exam</b>	<b>20%</b>
<b>Final Exam</b>	<b>20%</b>

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.	<b>A+</b> (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	<b>A/A-</b> (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+/B</b> (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	<b>B-/C+</b> (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	<b>C/C-</b> (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.	<b>D</b> (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.	<b>F</b> (5.99 – 0.00)

**Midterm & Final Exams (20% each):** These are intended to assess your comprehension of the core concepts from the course, and will draw on lectures, assigned readings, and classroom discussions. The format includes a combination of matching terms with definitions, short answer, and essay questions. Students will have to explain the key terms and concepts and identify current theories and research from the behavioral sciences that help to understand consumer behavior. Unlike the experiential forms of assessment, there are clearly defined correct and incorrect answers, allowing assessment of the degree to which you have successfully mastered the essential content from the course.

**Field Study and Guest Speaker assignments (5% each):** Both the field trip session and the guest speaker session aim to bring students closer to the practical side of the course, putting them in contact with relevant professionals in the sector. The assignments aim to evaluate the understanding of these experiential sessions and apply consumer behavior concepts to real-world marketing problems. They will generally consist of questions and reflections related to what the professionals have explained.

**Group Project (20% paper, 20% presentation):** The final group project is an essential part of the course, as it allows the student to apply all the main concepts explained to a real case. Students will develop a launch plan for a specific product with a priority focus on the analysis of the target audience. Students will analyze current trends to apply them to the marketing of a real product or service and will also discuss the relevance of consumer analysis in the design, implementation, and evaluation of their marketing strategies.

## EXPERIENTIAL LEARNING ACTIVITIES

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP). The following experiential learning activities are recommended for this course:

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- Guest Speaker: relevant speaker from local industry
- Site visit to local business relevant to consumer behavior discussion

## 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 or obtain the required text(s) prior to departure or upon program arrival. The required text(s) are listed below:

- Solomon, Michael (2020). *Consumer Behavior: Buying, Having, Being*: 13th Edition. Pearson Education.

**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).

### Business Cases:

- “Gucci: Staying Relevant in Luxury over a Century”, Singapore Management University (2021).
- “Chase Sapphire: Creating a Millennial Cult Brand”, Harvard Business Press (2017).
- “Planters Nuts”, Harvard Business Press (2015).
- “ElBulli: The Taste of Innovation”, Harvard Business Press (2008).
- “Dove: Evolution of a Brand”, Harvard Business Press (2007).
- “Propecia: Helping Make Hair Loss History”, Harvard Business Press (2006).
- “RKS Guitars”, Harvard Business Press (2007).

### Articles:

- “Your Messaging to Older Audiences Is Outdated”, Harvard Business Press (2021).
- “Why You Should Allow Returns on Customized Products”, Harvard Business Press (2022).
- “Why do boycotts sometimes increase sales? Consumer activism in the age of political polarization”, Harvard Business Press (2021).
- “The elements of value”, Harvard Business Press (2017).
- “Let Your Customers Segment Themselves by What They’re Willing to Pay”, Harvard Business Press (2015).
- “Competing on Customer Journeys”, Harvard Business Press (2015).
- “The Power of Consumer Stories in Digital Marketing”, Harvard Business Press (2017).
- “Men Buy More from Manly Men”, Harvard Business Press (2019).
- “Marketing in an Unpredictable World”, Harvard Business Press (2006).

## 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.

### Core Curriculum Articles:

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- “Marketing Reading: Consumer Behavior and the Buying Process”. Harvard Business School Press (2014).
- “Marketing Reading: Segmentation and Targeting”. Harvard Business School Press (2014).

#### Journals:

- Journal of Consumer Behavior
- Journal of Consumer Research
- Journal of Consumer Psychology
- Journal of Marketing
- Journal of Marketing Research

### **ADDITIONAL RESOURCES**

In order to ensure your 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.

COURSE CALENDAR			
Introduction to Intercultural Communication Abroad			
SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	<p><b>Course Introduction:</b> Review Syllabus, Classroom Policies</p> <p><b>Introduction to Consumer Behavior</b></p>	<p>Course Overview Lecture and open debate</p> <p><b>Discussion:</b> Article: Your Messaging to Older Audiences Is Outdated</p>	<p><b>Reading:</b> Salomon (2020). Ch: 1.</p> <p><b>Assignments:</b> Article study &amp; questions</p>
2	<p><b>Consumer and Social Well-Being</b></p>	<p>Lecture and open debate</p> <p><b>In class activity:</b> CASE: Gucci: Staying Relevant in Luxury over a Century.</p>	<p><b>Reading:</b> Salomon (2020). Ch: 2.</p> <p><b>Assignments:</b> Case study &amp; questions</p>
3	<p><b>Perception</b></p>	<p>Lecture and open debate</p> <p><b>In class activity:</b> CASE: Chase Sapphire.</p>	<p><b>Reading:</b> Salomon (2020). Ch: 3.</p> <p><b>Assignments:</b> Case study &amp; questions</p>
4	<p><b>Learning and Memory</b></p>	<p>Lecture and open debate</p> <p><b>In class activity:</b> CASE: ElBulli: The Taste of Innovation</p> <p><b>Discussion:</b> Article: The elements of value.</p>	<p><b>Reading:</b> Salomon (2020). Ch: 4.</p> <p><b>Assignments:</b> Case and article study &amp; questions</p>

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5	Motivation and Affect	Lecture and open debate  <b>In class activity:</b> CASE: Dove: Evolution of a Brand	<b>Reading:</b> Salomon (2020). Ch: 5.  <b>Assignments:</b> Case study & questions
6	<b>Guest Speaker</b>  The Self and Gender Identity	Lecture and open debate  <b>In class activity:</b> Article: Let Your Customers Segment Themselves by What They're Willing to Pay	<b>Reading:</b> Salomon (2020). Ch: 6.  <b>Assignments:</b> Article study & questions
7	Personality, Lifestyles, and Values	Lecture and open debate  <b>In class activity:</b> CASE: Propecia: Helping Make Hair Loss History.  <b>Discussion:</b> Article: Competing on Customer Journeys	<b>Reading:</b> Salomon (2020). Ch: 7.  <b>Assignments:</b> Case and article study & questions
8	Review for the Midterm Exam	Bring questions for our in-class review session	<b>Reading:</b> Review all readings.  <b>Assignments:</b> Review all notes and assignments.
	<b>MIDTERM EXAM</b>		
9	Attitudes and Persuasive Communications	Lecture and open debate  <b>In class activity:</b> CASE: RKS Guitars.	<b>Reading:</b> Salomon (2020). Ch: 8.  <b>Assignments:</b> Case study & questions

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10	Decision Making	Lecture and open debate <b>Discussion:</b> Article: The Power of Consumer Stories in Digital Marketing	<b>Reading:</b> Salomon (2020). Ch: 9. <b>Assignments:</b> Article study & questions
11	Buying, Using, and Disposing	Lecture and open debate <b>In class activity:</b> CASE: Planters Nuts.	<b>Reading:</b> Salomon (2020). Ch: 10. <b>Assignments:</b> Case study & questions
12	Field Trip	<b>Activity:</b> Understand how the company adapts its products depending on the trends discovered through regular consumer analysis.	<b>Assignments:</b> Students will be asked questions related to the visit.
13	Group Influences and Social Media Income and Social Class	Lecture and open debate <b>Discussion:</b> Article: Men Buy More from Manly Men.	<b>Reading:</b> Salomon (2020). Ch: 11,12. <b>Assignments:</b> Article study & questions
14	Subcultures Culture	Lecture and open debate <b>Discussion:</b> Article: Marketing in an Unpredictable World.	<b>Reading:</b> Salomon (2020). Ch: 13, 14.

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15	<b>Review for the Final Exam</b>	Bring questions for our in-class review	<b>Reading:</b> Review all readings. <b>Assignments:</b> Review all notes and assignments
	FINAL EXAM		

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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](#)