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## CONSUMER BEHAVIOR II

**Period:** a.y. 2021/22 – I sem.

**Class times:** Thursday 10.20-13.40  
room 3-D3-SR01

**Office hours:** by appointment

**Instructor:**

Prof. Uri Barnea

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### Course description

The main goal of this course is to extend the discussion of theories and topics in consumer research provided during the course Consumer Behaviour I. The weekly readings and class discussions are intended to provide a preliminary coverage of classic and current research related to judgment and decision-making (JDM) and other key topics in Marketing behavioural research. We will cover papers published at top journals in consumer behaviour, marketing, management, psychology, and economics. The course will challenge students to adopt a critical stance when reading papers.

Thus, the objectives of this course are to:

- Explore JDM research and understand key concepts and ideas.
- Improve the knowledge of topics studied by consumer behavior researchers.
- Develop a strong foundation for critical thinking in this area and in behavioral research overall.
- Build skills in understanding, conceptualizing, operationalizing, and developing research ideas.
- Develop skills for reviewing behavioral research.

The course will consist six weekly seminars, focused around the assigned readings. Each of the readings will include classic papers as well as recent work and will be mostly empirical in nature. The seminars will consist of in-depth discussions of the assigned readings, and hence each student must read every article before the class in which it is to be discussed.

## Tentative list of topics (See the list of assigned readings below)

Session 1: Prospect Theory and Mental Accounting

Session 2: Heuristics

Session 3: The replicability crisis

Session 4: Choice Architecture

Session 5: Experiences and Materials, Time and Money

Session 6: User-machine interaction

### Assessment Methods.

Students will be evaluated as follows:

- Class participation: 25%
- Discussion sheets: 25%
- Research paper: 50%

**Class Participation.** Individual participation will be evaluated based on your ability to lead and contribute to an engaging and informative discussion during seminars. There are two aspects of this class participation. First, for some readings, you will briefly introduce the article and then lead the entire discussion of the article (approximately 1 hour). Second, for all other readings, you will act as a discussant rather than leader. You should come to the seminar prepared to present your perspective about the major ideas, contributions, and/or shortcomings of each article. You must actively listen and think critically about the concepts and issues discussed, and for each reading, you must be willing and able to present your analysis and viewpoint to the class.

**Discussion Sheets.** It is vital to arrive in class prepared for discussion. To help organize and clarify your thoughts about the readings, you must submit a Discussion Sheet for each reading unless specified otherwise. Discussion Sheets are brief summaries (1-2 pages, single-spaced) of the key aspects of the article, any questions that arise from the article, and any further thoughts that the article inspires. The summary is intended to assist you in introducing the article to the class, and the further questions and thoughts are intended to assist you in leading or participating in the discussion of the article. I recommend a bullet-point format. Note: *All Discussion Sheets must be handed in to the professor at the beginning of each seminar in print or by email.*

**Research Paper.** Each student must write an individual research proposal formatted using the style guidelines from the Journal of Consumer Research. The paper should identify a research question within the broad domain of consumer research, including but not limited to the topics discussed in class. Ideally, it would be related to students' ongoing research, but this is not required.

The idea needs to be novel and make a clear contribution. Students need to propose ways in which the idea can be tested (i.e., discuss the procedure and measures of an experimental study testing the idea). The research proposal should be structured like a typical academic article, including an

introduction/positioning, theoretical background (literature review), and methodology. The paper will not require empirical research, only detailed research design.

#### **A Note on Classroom Etiquette**

Checking and/or using a mobile phone during class is extremely rude and disrespectful to others. Such behavior is strictly forbidden during our seminars, and failure to fully engage in the discussions at all times will be reflected in the class participation grade.

#### **Faculty Bio.**

Uri received his PhD in Marketing from the University of Pennsylvania. In his research is mostly uses experimental methods to study people's judgment and decision making, and consumers' processing of information.



## Assigned Readings

### 1. Prospect Theory and Mental Accounting

Tversky, A., & Kahneman, D. (1979). Prospect theory: An analysis of decision under risk. *Econometrica*, 47(2), 263-291.

Kahneman, D., Knetsch, J. L., & Thaler, R. H. (1991). Anomalies: The endowment effect, loss aversion, and status quo bias. *Journal of Economic perspectives*, 5(1), 193-206.

Thaler, R. H. (1999). Mental accounting matters. *Journal of Behavioral Decision Making*, 12(3), 183-206.

Hsee, C. K., & Ruan, B. (2016). The Pandora effect: The power and peril of curiosity. *Psychological science*, 27(5), 659-666.

### 2. Heuristics

Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science*, 185(4157), 1124-1131.

Gigerenzer, G., & Gaissmaier, W. (2011). Heuristic decision making. *Annual Review of Psychology*, 62, 451-482.

Shiv, B., Carmon, Z., & Ariely, D. (2005). Placebo effects of marketing actions: Consumers may get what they pay for. *Journal of Marketing Research*, 42(4), 383-393.

Gneezy, A., Gneezy, U., & Lauga, D. O. (2014). A reference-dependent model of the price-quality heuristic. *Journal of Marketing Research*, 51(2), 153-164.

### 3. The Replicability Crisis

Simmons, J. P., Nelson, L. D., & Simonsohn, U. (2011). False-positive psychology: Undisclosed flexibility in data collection and analysis allows presenting anything as significant. *Psychological science*, 22(11), 1359-1366.

#### Pre-registration debate

- Pham, M. T., & Oh, T. T. (2021). Preregistration is neither sufficient nor necessary for good science. *Journal of Consumer Psychology*, 31(1), 163-176.
- Simmons, J. P., Nelson, L. D., & Simonsohn, U. (2021). Pre-registration is a Game Changer. But, Like Random Assignment, it is Neither Necessary Nor Sufficient for Credible Science. *Journal of Consumer Psychology*, 31(1), 177-180.

#### Same data different results (focus on the concept and implications)

- Silberzahn, R., Uhlmann, E. L., Martin, D. P., Anselmi, P., Aust, F., Awtrey, E., ... & Carlsson, R. (2018). Many analysts, one data set: Making transparent how variations in analytic choices affect results. *Advances in Methods and Practices in Psychological Science*, 1(3), 337-356.

#### Failed replication example (read the 2020 paper)

- Shu, L. L., Mazar, N., Gino, F., Ariely, D., & Bazerman, M. H. (2012). Signing at the beginning makes ethics salient and decreases dishonest self-reports in comparison to signing at the end. *Proceedings of the National Academy of Sciences*, 109(38), 15197-15200.
- Kristal, A. S., Whillans, A. V., Bazerman, M. H., Gino, F., Shu, L. L., Mazar, N., & Ariely, D. (2020). Signing at the beginning versus at the end does not decrease dishonesty. *Proceedings of the National Academy of Sciences*, 117(13), 7103-7107.

### 4. Choice Architecture

Simonson, I. (1989). Choice based on reasons: The case of attraction and compromise effects. *Journal of Consumer Research*, 16, 158-174.

Johnson, E. J., Goldstein, D. G., (2003). Do defaults save lives? *Science*, 302, 1338-1339.

Huh, Y. E., Vosgerau, J., & Morewedge, C. K. (2014). Social defaults: Observed choices become choice defaults. *Journal of Consumer Research*, 41(3), 746-760.

Mochon, D. (2013). Single-option aversion. *Journal of Consumer Research*, 40(3), 555-566.

#### 5. Experiences and Materials, Time and Money

Ariely, D., & Norton, M. I. (2009). Conceptual consumption. *Annual review of psychology*, 60, 475-499.

Mogilner, C., & Aaker, J. (2009). "The time vs. money effect": Shifting product attitudes and decisions through personal connection. *Journal of Consumer Research*, 36(2), 277-291.

Keinan, A., & Kivetz, R. (2011). Productivity orientation and the consumption of collectable experiences. *Journal of Consumer Research*, 37(6), 935-950.

Kumar, A., Killingsworth, M. A., & Gilovich, T. (2014). Waiting for merlot: Anticipatory consumption of experiential and material purchases. *Psychological science*, 25(10), 1924-1931.

#### 6. User-machine interaction

Diehl, K., Zauberan, G., & Barasch, A. (2016). How taking photos increases enjoyment of experiences. *Journal of personality and social psychology*, 111(2), 119.

Etkin, J. (2016). The hidden cost of personal quantification. *Journal of Consumer Research*, 42(6), 967-984.

Melumad, S., Inman, J. J., & Pham, M. T. (2019). Selectively emotional: How smartphone use changes user-generated content. *Journal of Marketing Research*, 56(2), 259-275.

Grewal, L., & Stephen, A. T. (2019). In mobile we trust: The effects of mobile versus nonmobile reviews on consumer purchase intentions. *Journal of Marketing Research*, 56(5), 791-808.

