

CONSUMER PSYCHOLOGY & DECISION MAKING

(ADMI 830 A; MSCA 672 D)

WINTER 2019

WEDNESDAY 14:45-17:30 (MB S2.445)

Professor: Dr. Gad Saad, Professor of Marketing & Concordia University Research Chair in Evolutionary Behavioral Sciences and Darwinian Consumption (2008-2018)

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Facebook: <https://www.facebook.com/Dr.Gad.Saad>

Twitter: @GadSaad (<https://twitter.com/GadSaad>)

YouTube Channel (THE SAAD TRUTH): <https://www.youtube.com/GadSaad>

GRADING & IMPORTANT CALENDAR DATES

Grading

10% Class Participation

15% Presentation of Project Proposal (Week 6)

40% Exam (Week 11)

35% Presentation of Final Project (Weeks 12 and 13)

Important calendar dates (regarding adding/dropping courses)

Monday, January 21, 2019: Last day to add winter-term courses

Monday, January 21, 2019: Deadline for withdrawal with tuition refund (DNE) from winter-term courses

Monday, March 18, 2019: Last day for academic withdrawal (DISC) from two-term and winter-term courses

ADDITIONAL GRADING ISSUES

Grading Scheme

A+	90-100	(4.3 GPA)
A	85-89	(4.0 GPA)
A-	80-84	(3.7 GPA)
B+	77-79	(3.3 GPA)
B	73-76	(3.0 GPA)
B-	70-72	(2.7 GPA)
C	60-69	(2.0 GPA)
F	0-59	(0.0 GPA)

Warning about grades: I firmly believe in assigning grades that reflect each student's absolute and relative performance. Hence, I am perfectly happy assigning an A to a deserving student as I am in failing a student should his/her performance dictate such a grade. Accordingly, I will not tolerate any bullying, complaining, whining, and harassment from the students when it comes to their grades. I apply the standard rounding system when it comes to decimal points. So for example, 62.49 becomes 62 while 62.50 becomes 63.

ACADEMIC INTEGRITY

Concordia's Code of Conduct stipulates that: "The integrity of University academic life and of the degrees, diplomas and certificates the University confers is dependent upon the honesty and soundness of the instructor-student learning relationship and, in particular, that of the evaluation process. Therefore, for their part, all students are expected to be honest in all of their academic endeavours and relationships with the University."

All students enrolled at Concordia are expected to familiarize themselves with the contents of this Code. You are strongly encouraged to visit the following web links, which provide useful information about proper academic conduct:

<http://www.concordia.ca/students/academic-integrity.html>

<http://www.concordia.ca/content/dam/concordia/docs/AcademicCodeConduct2008.pdf>

CLASS PARTICIPATION

The pedagogical experience is maximized both for the students and the professor if the former make a concerted effort to participate profusely.

- (1) posing questions and raising issues during the lectures
- (2) Short of a medical emergency, a student should never miss class.
- (3) I expect all students to act in a professional and courteous manner be it when interacting with either their cohorts and/or with me. Turn off ALL cell phones prior to enter the classroom. Do not engage in texting while in the classroom. Do not use your laptop for activities that are irrelevant to the course during class time. Do not show up late for class. I will not tolerate disruptive or disrespectful behavior.
- (4) Make sure to come prepared to every class ready to discuss the material to be covered that week and also having completed any exercises that I might have assigned for any particular session.
- (5) Use the course's Moodle bulletin board to post comments/questions, articles, Youtube clips, or any other materials that contribute to the learning environment.

Participation grades are earned. You start off with a grade of zero and you accumulate points as you participate. This grade is not merely a "quantity" index. In other words, I do take into account the quality of your interventions. If you never actively and openly participate in any discussions, do not be surprised if you receive a participation grade befitting of non-participation! If you choose to take this course, I will take it to mean that you understand and accept this policy.

REGARDING THE EXAM

- You are responsible for all the required readings, lecture notes, other assigned readings, and all other material discussed in class.
- Short of a medical emergency, there will be NO rescheduling of the exam (worth 40% of your final grade). For example, job-related constraints and family constraints do not qualify as valid excuses for missing the exams. In case of a medical emergency, proper documentation must be provided to me within the briefest possible delay (i.e., no later than four working days following the missed exam). That said, you must contact me within twenty-four hours prior to or subsequent to the exam to notify me of your absence (and to explain that the necessary medical documentation is forthcoming).

PROJECT PROPOSAL (WEEK 6)

Each group will present their **top three ideas** to the class. Each idea will consist of the general research issue, followed by a set of specific hypotheses, a brief discussion of the relevance of this issue, and the likely methodology to be used. This assignment counts for 15% of your final grade. **Remember to email me a copy of your Powerpoint slides prior to the start of the class (week 6).** The order of presentation will be randomly determined. The duration of this presentation is yet to be exactly determined. It will be a function of the final number of students in the class. In all likelihood, it will be somewhere between 15 to 20 minutes long.

For this assignment, I am looking for original and creative ideas that are maximally distinct from each other. In other words, I am trying to “stretch” your thinking to cover a wide range of topics within the vast tapestry of possible topics. Also, I am looking for topics that are maximally generalizable. For example, to study the effects of packaging on perceived product quality will likely yield more general (and hence powerful) findings than studying the patterns of colors that men prefer when purchasing running shoes.

In case of a severe medical emergency that forces you to miss this presentation (job-related and family constraints are not valid), you will have to provide proper documentation as per the policy for missed exams. As a makeup exercise you (alone) will have to write a six-page single-spaced term paper due within one week of your recovery (typically no later than Friday February 22, 2019). The paper will require you to write a literature review of a consumer behavior topic of my choosing followed by your proposal of a set of research questions and hypotheses. Bottom line: Short of a severe medical emergency (i.e., in the order of requiring hospitalization), DO NOT miss your solo/group’s presentation, as you will otherwise receive a **zero** for 15% of your final grade.

GRADING FOR THE PROJECT PROPOSAL

(10 ITEMS)

Idea 1:

1. Minimally Creative to Maximally Creative: 1-10
2. Minimally Generalizable to Maximally Generalizable: 1-10
3. How Well Were All Components Covered: 1-10 (Research Question/Hypotheses; Relevance; Methodology)

Idea 2:

4. Minimally Creative to Maximally Creative: 1-10
5. Minimally Generalizable to Maximally Generalizable: 1-10
6. How Well Were All Components Covered: 1-10 (Research Question/Hypotheses; Relevance; Methodology)

Idea 3:

7. Minimally Creative to Maximally Creative: 1-10
8. Minimally Generalizable to Maximally Generalizable: 1-10
9. How Well Were All Components Covered: 1-10 (Research Question/Hypotheses; Relevance; Methodology)

I shall look at all three ideas and provide you with a "heterogeneity" score, i.e., how similar or dissimilar the three ideas are. The more dissimilar they are, the better it is.

10. Minimally Dissimilar to Maximally Dissimilar: 1-10

Quality of the presentation will be judged using the following item:

11. Very Poorly Presented to Very Well Presented (organization, clarity, timing, etc.): 1-10

STRUCTURE OF FINAL PROJECT

I: Introduction

- Define and motivate the problem
- Brief literature review

II: Statement of Research Questions and Hypotheses

III: Procedure

- Number of participants; description of participants (sex, age, etc.)
- Description of the data collection technique (e.g., survey, experimental, observational, content analysis, projective, focus group, verbal protocols, secondary data, etc.)
- Description of the measures used and the data collected

IV: Presentation of Results and Discussion

- You are expected to conduct the appropriate statistical analyses in testing your posited hypotheses
- You are encouraged to use graphical and tabular displays to enhance your presentation

V: Conclusion

- Theoretical and practical implications of your study
- Limitations of the study and ways you would improve the study if you had to do it again
- Future research avenues

VI: References

VII: Appendices

- Copy of questionnaire used, coding scheme for content analysis
- Technical details about data analyses
- Detailed tables, too cumbersome to include in main text, etc.

REGARDING THE FINAL PROJECT

I try to challenge students to produce projects that are of publishable quality. For example, along with three of my former graduate students, we've published a paper in *Personality and Individual Differences* that began as a paper in my 2008 doctoral course (Stenstrom, Saad, Nepomuceno, & Mendenhall, 2011). Several other digit ratio papers began as course projects including my 2016 paper in *the Journal of Consumer Psychology* (assigned reading in week 7).

I am open to having students use the project in the furtherance of their own research interests (as long as it is somehow relevant the general theme of the course). Hence, this is a wonderful opportunity to use the class project to advance one's research stream.

OTHER ISSUES RELATING TO THE FINAL PROJECT

1. Ethics forms must be filled out and cleared by me. More information to follow.
2. Make sure to start working on the project starting in week 1. This is a very intensive and immersive project that requires your attention throughout the semester. Set yourself clear benchmarks in terms of important milestones to reach at various points in the semester. For example, you should have identified your research questions and posited hypotheses, and determined your chosen methodology by no later than week 4. It will probably take you a few weeks to collect and analyze the data. It will take one or two weeks to conduct the appropriate literature review. The good news is that this project is a wonderful test-run for your eventual M.Sc. thesis or Ph.D. dissertation.
3. For Master's students, the project will be conducted in groups likely comprised of 3-4 M.Sc. students per group (but final group sizes will be determined once the final class size is fixed). Master's students should post the names and student IDs of their group members in our class's Moodle folder **by no later than Wednesday January 23, 2019**.
4. For Ph.D. students, this is a solo project (i.e., you each submit your own individual project). This applies to the project proposal (week 6) and final project (weeks 12 & 13).

OTHER ISSUES RELATING TO THE FINAL PROJECT (CONT.)

5. Master's students: You are responsible to present your group's project irrespective of what transpires within your group (e.g., one or more of your members drop out of the course at the latest possible date). In other words, each student should prepare for the group presentation as though he/she were going to be the sole presenter. Hence, if one or more students drop out of your group, you'd be able to fill in their shoes. Internal group problems do not constitute valid excuses for not fully presenting the group project.
6. If you have internal problems within your group, discuss the matter with me as early as possible. Do not wait until the last minute to do so as I will not be able at that point to help you solve the problem.
7. In case of a severe medical emergency that forces you to miss the last class (job-related and family constraints are not valid), you will have to provide proper documentation as per the policy for missed exams. As a makeup exercise you (alone) will have to write a 20-page single-spaced term paper due within one week of your recovery (typically no later than Friday April 19, 2019). In other words, it is impossible to reschedule a presentation. The paper will require you to write a literature review of a consumer behavior topic of my choosing followed by your proposal of a set of research questions and hypotheses. Bottom line: Short of a severe medical emergency (i.e., in the order of requiring hospitalization), DO NOT miss the last class, as you will otherwise receive a zero for 35% of your final grade.

GRADING SCHEME FOR THE FINAL PROJECT

Each of the 10 items will be scored using a 1-10 scale ('1' is exceptionally poor and '10 is exceptionally good)

1. How creative the problem is
2. How ambitious the problem is
3. How well the problem is motivated (i.e., why is this an important problem)
4. How good/relevant the literature review is
5. How well the hypotheses and research questions are stated and justified
6. Appropriateness and thoroughness of the data collection techniques and measures used
7. Appropriateness of the data analyses and conclusions drawn (as arrived at via the data analyses)
8. Practical and theoretical implications
9. Limitations & Future Research
10. Quality of presentation (organization, flow, clarity, adherence to time limit, etc.)

The duration of the final oral presentation is yet to be determined. It will be a function of the number of students in the class. In all likelihood, it will be somewhere between 20 to 30 minutes long.

This assignment counts for 35% of your final grade. Remember to submit an e-copy of your *Powerpoint* presentation to me prior to the start of the **April 3** class. The order of presentations will be randomly drawn. Examples of viable project topics will be discussed in class. Clearly, the topic should be related to consumer psychology and/or decision making.

Recall that the oral presentations will take place on the last two days of classes namely **April 3 and April 10**. All students/groups must email me their Powerpoint slides on **April 3, 2019**. If you end up presenting on April 10, you must use the submitted slides of April 3 (i.e., you do not get an extra week to work on your project).

ADDITIONAL ISSUES

I expect you to check the Moodle class folder daily, as I might post important communiqués on the bulletin board. It is your responsibility to ensure that you keep up to date with my announcements.

I expect all students to have functioning Moodle accounts as this is the system that I will use to communicate with students.

Students who enroll late in the course are penalized accordingly. In other words, if you show up in my course in the third week of classes, expect to be penalized on your participation grade.

Whereas I realize that some students might participate in extracurricular activities (e.g., case competitions), I do not provide any dispensations for such activities. If you take this course, it is with the understanding that a medical emergency is the only valid excuse for missing ANY class or evaluative exercise.

I will try to the best of my ability to respond to emails within 24 hours albeit only during business hours (9:00-5:00 pm) from Monday to Friday.

COURSE OBJECTIVES/LEARNING OUTCOMES

1. Learn about the theoretical frameworks that are relevant in studying the various facets of consumer psychology and behavioral decision making.
2. To introduce various aspects of behavioral decision theory including information search, choice heuristics, and definitions of rationality.
3. Recognize the import of both nature and nurture in shaping consumer behavior. In so doing, gain a good understanding of the biological and evolutionary forces that shape our consummatory nature.
4. Gain an understanding of the multitude of ways that data can be collected and analyzed as a means of understanding consumer behavior. More generally, understand how the scientific method can be used in behavioral research.
5. Appreciate the multidisciplinary nature of consumer psychology and behavioral decision making.
6. Learn the theoretical, methodological, and epistemological metrics by which good science is judged.
7. Have fun and be enriched by this new knowledge for the sheer pleasure of expanding your intellectual horizons!

WEEKLY TOPICS

Week 1 (January 9): Introduction

Week 2 (January 16): What Constitutes Good Science?

Week 3 (January 23): Behavioral Decision Making, Information Search, & Stopping Strategies

Week 4 (January 30): “Hot” Cognition

Week 5 (February 6): Foundations of Evolutionary Psychology

Week 6 (February 13): **Project Proposals (solo for PhD students; groups for M.Sc. students)**

Week 7 (February 27): Evolutionary Consumption

Week 8 (March 6): Cross-Cultural Differences vs. Human Universals

Week 9 (March 13): Dark Side Consumption and Consumer Wellbeing

Week 10 (March 20): Consilience and Nomological Networks of Cumulative Evidence

Week 11 (March 27): **EXAM**

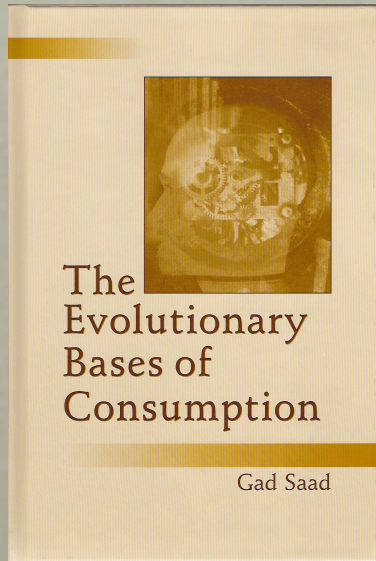
Week 12 (April 3): **Project Presentations-I (solo for PhD students; groups for M.Sc. students)**

Week 13 (April 10): **Project Presentations-II (solo for PhD students; groups for M.Sc. students)**

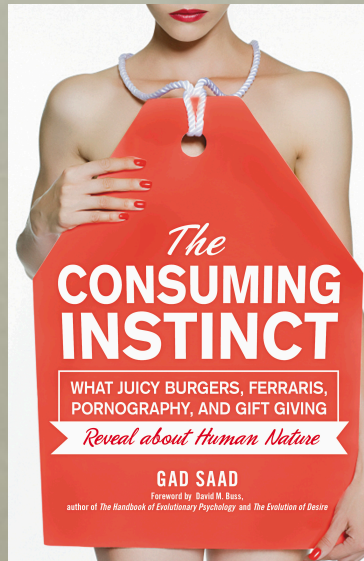
IMPORTANT SCHEDULING NOTICE

Should the class size decrease to a point whereby it is no longer necessary to use the last two classes for the final project presentations, the following change will be made: Week 12 will be used to work on the projects in class (via an interaction with me) and all presentations will be held on week 13 (in which case, you'd only need to email me your Powerpoint slides prior to the last class on April 10, 2019). That said, unless explicitly told otherwise (by me), the schedule shown on the previous slide is the operative one.

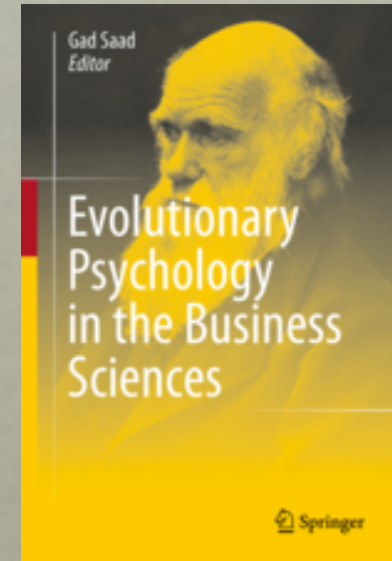
REQUIRED BOOK & SUGGESTED ONES



Required



Suggested



Optional

1. *The Evolutionary Bases of Consumption* can be purchased via the bookstore or via Amazon (or other portals). The Kindle version of *The Consuming Instinct* is quite inexpensive.
2. It is YOUR responsibility to use the online library and the Internet to track down all of the assigned papers. This saves you the cost of having to purchase a course packet.

REQUIRED READINGS (WEEK 2)

WHAT CONSTITUTES GOOD SCIENCE?

Davis, D. F., Golicic, S. L., Boerstler, C. N., Choi, S., & Oh, H. (2013). Does marketing research suffer from methods myopia? *Journal of Business Research*, 66, 1245–1250.

Evanschitzky, H., Baumgarth, C., Hubbard, R., & Armstrong, J. S. (2007). Replication research's disturbing trend. *Journal of Business Research*, 60, 411–415.

Schmidt, S. (2009). Shall we really do it again? The powerful concept of replication is neglected in the social sciences. *Review of General Psychology*, 13, 90–100.

Baumgartner, H. (2010). Bibliometric reflections on the history of consumer research. *Journal of Consumer Psychology*, 20, 233–238.

Pham, M. T. (2013). The seven sins of consumer psychology. *Journal of Consumer Psychology*, 23, 411–423.

MacInnis, D. J., & Folkes, V. S. (2010). The disciplinary status of consumer behavior: A sociology of science perspective on key controversies. *Journal of Consumer Research*, 36, 899–914.

Davis, M. S. (1971). That's interesting! Towards a phenomenology of sociology and a sociology of phenomenology. *Philosophy of Social Science*, 1, 309–344.

REQUIRED READINGS (WEEK 3)

BEHAVIORAL DECISION MAKING, INFORMATION SEARCH, & STOPPING STRATEGIES

Bettman, J. R., Luce, M. F., & Payne, J. W. (1998). Constructive consumer choice processes. *Journal of Consumer Research*, 25, 187–217.

Mellers, B. A., Schwartz, A., & Cooke, A. D. J. (1998). Judgment and decision making. *Annual Review of Psychology*, 49, 447–477.

Haselton, M. G. & Nettle, D. (2006). The paranoid optimist: An integrative evolutionary model of cognitive biases. *Personality and Social Psychology Review*, 10, 47–66.

Saad, G., & Gill, T. (2001). Sex differences in the ultimatum game: An evolutionary psychology perspective. *Journal of Bioeconomics*, 3, 171–193.

Saad, G., & Gill, T. (2014). The framing effect when evaluating prospective mates: An adaptationist perspective. *Evolution and Human Behavior*, 35, 184–192.

Maity, M., Dass, M., & Malhotra, N. K. (2014). The antecedents and moderators of offline information search: A meta-analysis. *Journal of Retailing*, 90, 233–254.

Saad, G. & Russo, J. E. (1996). Stopping criteria in sequential choice. *Organizational Behavior and Human Decision Processes*, 67, 258–270.

Saad, G., Eba, A., & Sejean, R. (2009). Sex differences when searching for a mate: A process-tracing approach. *Journal of Behavioral Decision Making*, 22, 171–190.

REQUIRED READINGS (WEEK 4)

“HOT” COGNITION

Loewenstein, G. (1996). Out of control: Visceral influences on behavior. *Organizational Behavior and Human Decision Processes*, 65, 272–292.

Ariely, D., & Loewenstein, G. (2006). The heat of the moment: The effect of sexual arousal on sexual decision making. *Journal of Behavioral Decision Making*, 19, 87–98.

Van den Bergh, B., Dewitte, S., & Warlop, L. (2008). Bikinis instigate generalized impatience in intertemporal choice. *Journal of Consumer Research*, 35, 85–97.

Tybur, J. M., Bryan, A. D., Magnan, R. E., & Hooper, A. E. C. (2011). Smells like safe sex: Olfactory pathogen primes increase intentions to use condoms. *Psychological Science*, 22, 478–480.

Briers, B., Pandelaere, M., Dewitte, S., & Warlop, L. (2006). Hungry for money: The desire for caloric resources increases the desire for financial resources and vice versa. *Psychological Science*, 17, 939–943.

de Ridder, D., Kroese, F., Adriaanse, M., & Evers, C. (2014). Always gamble on an empty stomach: Hunger is associated with advantageous decision making. *PLoS ONE*, 9, e111081. doi:10.1371/journal.pone.0111081.

Wang, X. T., & Dvorak, R. D. (2010). Sweet future: Fluctuating blood glucose levels affect future discounting. *Psychological Science*, 21, 183–188.

van der Wal, A. J., Schade, H. M., Krabbendam, L., & van Vugt, M. (2013). Do natural landscapes reduce future discounting in humans? *Proceedings of the Royal Society B: Biological Sciences*, 280, doi: 10.1098/rspb.2013.2295

REQUIRED READINGS (WEEK 5)

FOUNDATIONS OF EVOLUTIONARY PSYCHOLOGY

Confer, J. C., Easton, J. A., Fleischman, D. S., Goetz, C. D., Lewis, D. M. G., Perilloux, C., & Buss, D. M. (2010). Evolutionary psychology: Controversies, questions, prospects, and limitations. *American Psychologist*, 65, 110–126.

Conway, III, L. G., & Schaller, M. (2002). On the verifiability of evolutionary psychological theories: An analysis of the psychology of scientific persuasion. *Personality and Social Psychology Review*, 6, 152–166.

Ketelaar, T., & Ellis, B. J. (2000). Are evolutionary explanations unfalsifiable? Evolutionary psychology and the Lakatosian philosophy of science. *Psychological Inquiry*, 11, 1–21.

Scott-Phillips, T. C., Dickins, T. E., and West, S. A. (2011). Evolutionary theory and the ultimate-proximate distinction in the human behavioral sciences. *Perspectives on Psychological Science*, 6, 38–47.

Saad, G. (2007). *The Evolutionary Bases of Consumption*. Mahwah, NJ: Lawrence Erlbaum. [Read chapters 1 and 2]

Saad, G. (2008). The collective amnesia of marketing scholars regarding consumers' biological and evolutionary roots. *Marketing Theory*, 8, 425–448.

Saad, G., & Gill, T. (2000). Applications of evolutionary psychology in marketing. *Psychology & Marketing*, 17, 1005–1034.

REQUIRED READINGS (WEEK 7)

EVOLUTIONARY CONSUMPTION

Saad, G. *The Evolutionary Bases of Consumption*. Mahwah, NY: Lawrence Erlbaum. [Read chapter 3]

Durante, K. M., Griskevicius, V., Hill, S. E., Perilloux, C., and Li, N. P. (2011) Ovulation, female competition, and product choice: Hormonal influences on consumer behavior. *Journal of Consumer Research*, 37, 921–934.

Griskevicius, V., Goldstein, N. J., Mortensen, C. R., Sundie, J. M., Cialdini, R. B., & Kenrick, D. T. (2009). Fear and loving in Las Vegas: Evolution, emotion, and persuasion. *Journal of Marketing Research*, XLVI, 384–395.

Saad, G., & Stenstrom, E. (2012). Calories, beauty, and ovulation: The effects of the menstrual cycle on food and appearance-related consumption. *Journal of Consumer Psychology*, 22, 102–113.

Saad, G., & Vongas, J. G. (2009). The effect of conspicuous consumption on men's testosterone levels. *Organizational Behavior and Human Decision Processes*, 110, 80–92.

Wang, Y., & Griskevicius, V. (2014). Conspicuous consumption, relationships, and rivals: Women's luxury products as signals to other women. *Journal of Consumer Research*, 40, 834–854.

Saad, G., & Gill, T. (2003). An evolutionary psychology perspective on gift giving among young adults. *Psychology & Marketing*, 20, 765–784.

Saad, G., Gill, T., & Natarajan, R. (2005). Are laterborns more innovative and non-conforming consumers than firstborns? A Darwinian perspective. *Journal of Business Research*, 58, 902–909.

Nepomuceno, M. V., Saad, G., Stenstrom, E., Mendenhall, Z., & Iglesias, F. (2016). Testosterone at your fingertips: Digit ratios (2D: 4D and rel2) as predictors of courtship-related consumption intended to acquire and retain mates. *Journal of Consumer Psychology*, 26, 231–244.

REQUIRED READINGS (WEEK 8)

CROSS-CULTURAL DIFFERENCES VS. HUMAN UNIVERSALS

Arnett, J. J. (2008). The neglected 95%: Why American psychology needs to become less American. *American Psychologist*, 63, 602–614.

Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*, 33, 61–83.

Norenzayan, A., & Heine, S. J. (2005). Psychological universals: What are they and how can we know? *Psychological Bulletin*, 131, 763–784.

Henrich, J., & Henrich, N. (2010). The evolution of cultural adaptations: Fijian food taboos protect against dangerous marine toxins. *Proceedings of the Royal Society B: Biological Sciences*, 1701, 3715–3724.

Sherman, P. W., & Hash, G. A. (2001). Why vegetable recipes are not very spicy. *Evolution and Human Behavior*, 22, 147–163.

Saad, G., Cleveland, M., & Ho, L. (2015). Individualism-collectivism and the quantity versus quality dimensions of individual and group creative performance. *Journal of Business Research*, 68, 578–586.

Saad, G. (2012). Nothing in popular culture makes sense except in the light of evolution. *Review of General Psychology*, 16, 109–120.

Saad, G. (2007). *The Evolutionary Bases of Consumption*. Mahwah, NJ: Lawrence Erlbaum. [Read chapters 4 and 5]

REQUIRED READINGS (WEEK 9)

DARK SIDE CONSUMPTION & CONSUMER WELLBEING

Buss, D. M. (2000). The evolution of happiness. *American Psychologist*, 55, 15–23.

Saad, G. & Peng, A. (2006). Applying Darwinian principles in designing effective intervention strategies: The case of sun tanning. *Psychology & Marketing*, 23, 617–638.

Saad, G. (2007). *The Evolutionary Bases of Consumption*. Mahwah, NJ: Lawrence Erlbaum. [Read chapter 6]

Griskevicius, V., Cantú, S. M., & Vugt, M. V. (2012). The evolutionary bases for sustainable behavior: Implications for marketing, policy, and social entrepreneurship. *Journal of Public Policy & Marketing*, 31, 115–128.

Dunn, E. W., Gilbert, D. T., & Wilson, T. D. (2011). If money doesn't make you happy, then you probably aren't spending it right. *Journal of Consumer Psychology*, 21, 115–125.

Aknin, L. B., Barrington-Leigh, C. P., Dunn, E. W., Helliwell, J. F., Burns, J., Biswas-Diener, R., ... & Norton, M. I. (2013). Prosocial spending and well-being: Cross-cultural evidence for a psychological universal. *Journal of Personality and Social Psychology*, 104, 635–652.

Schwartz, B., Ward, A., Monterosso, J., Lyubomirsky, S., White, K., & Lehman, D. R. (2002). Maximizing versus satisficing: Happiness is a matter of choice. *Journal of Personality and Social Psychology*, 83, 1178–1197.

Crockett, D., Downey, H., Firat, A. F., Ozanne, J. L., & Pettigrew, S. (2013). Conceptualizing a transformative research agenda. *Journal of Business Research*, 66, 1171–1178.

REQUIRED READINGS (WEEK 10)

CONSILIENCE AND NOMOLOGICAL NETWORKS OF CUMULATIVE EVIDENCE

Saad, G. (2007). *The Evolutionary Bases of Consumption*. Mahwah, NJ: Lawrence Erlbaum. [Read chapter 7]

Brase, G. L. (2014). Behavioral science integration: A practical framework of multi-level converging evidence for behavioral science theories. *New Ideas in Psychology*, 33, 8–20.

November, P. (2004). Seven reasons why marketing practitioners should ignore marketing academic research. *Australasian Marketing Journal*, 12, 39–50.

Sternberg, R. J., & Grigorenko, E. L. (2001). Unified psychology. *American Psychologist*, 56, 1069–1079.

Simonton, D. K. (2004). Psychology's status as a scientific discipline: Its empirical placement within an implicit hierarchy of the sciences. *Review of General Psychology*, 8, 59–67.

Henriques, G. (2003). The tree of knowledge system and the theoretical unification of psychology. *Review of General Psychology*, 7, 150–182.

Garcia, J. R., Geher, G., Crosier, B., Saad, G., Gambacorta, D., Johnsen, L., & Prancikitas, E. (2011). The interdisciplinarity of evolutionary approaches to human behavior: A key to survival in the ivory archipelago. *Futures*, 43, 749–761.

Schmitt, D. P., & Pilcher, J. J. (2004). Evaluating evidence of psychological adaptation: How do we know one when we see one? *Psychological Science*, 15, 643–649.

Saad, G. (2017). On the method of evolutionary psychology and its applicability to consumer research. *Journal of Marketing Research*, 54, 464–477.

KEY STEPS WHEN CONDUCTING RESEARCH

- Identify the research question(s): Overarching issues to be tackled in the project (e.g., we shall explore personality traits that predict the likelihood of being a pathological gambler)
- Conduct a literature review: relevant academic databases include ABI/Inform, Academic Search Premier (EBSCO), PsycARTICLES, PsycINFO, and Web of Science
- Posit a set of hypotheses: Statements that can be empirically tested (e.g., H1: Men consume hardcore pornography more so than women)
- Choose the data collection procedure/methodology: experiments, surveys, content analysis, observational, focus group, projective techniques, secondary data
- Choose the measurement technique: Suppose that you will be administering a survey, how will you pose the questions? Likert scales? Semantic differential scales? Neutral point included or excluded? Five-item or seven-item scale?
- Decide on the sampling strategy and sampling size: Quota sampling? Convenience sampling? Stratified random sampling? How will you determine the appropriate sample size?
- Decide on the data analytic technique(s): T-tests? ANOVAs? Multiple regression? Step-wise regression? Pie charts and histograms do not constitute proper analytic tools. They are visual aids in reporting a set of findings.
- Determine whether the hypotheses are falsified or not: Must know how to interpret the statistical results (e.g., p-values)

DATA COLLECTION PROCEDURES

Experiments

Typically conducted in a laboratory setting

Independent variables are manipulated by the researcher and their effects are measured on the dependent variables

Participants are randomly assigned to experimental conditions

Effects of the manipulations are measured in each of the experimental conditions

Causal relationship is established between dependent and independent variables

The three simplest experimental designs are:

- a) after-only design with control group: [x MG] is compared to [CG]
- b) before-after design without a control group: [MG x MG]
- c) before-after with control group: [MG x MG] is compared to [CG CG]

Within-Ss versus Between-Ss design

Other issues: cover story; confederate vs. participant; manipulation checks; deception and debriefing; placebo effect; internal vs. external validity; demand characteristics/social desirability bias

Example: what are the effects of packaging on the perceived quality of a product?

DATA COLLECTION PROCEDURES (CONT.)

Observations

- typically conducted in a naturalistic setting
- researcher develops a coding scheme for measuring the variables of interest
- researcher simply observes individuals in a non-obtrusive manner

Example:

Does the "shelf location" of a product in a supermarket affect its purchase likelihood?

Content Analysis

- typically, researcher investigates the contents of pre-existing, real-world stimuli
- frequently used when addressing historical and temporal topics (archival data is often used in such instances)

Examples:

An investigation of product placements in movies

Is there less gender stereotyping in print ads today as compared to 15 years ago?

DATA COLLECTION PROCEDURES (CONT.)

Surveys

- Correlation between variables can be established but not causality
- Response items (for a given question) must be mutually exclusive and mutually exhaustive
- Can be administered by mail, in person, via the telephone, online: each has pros and cons in terms of the accuracy of the collected data, the data collection costs, the likely response rates, the flexibility of the posed questions, etc.
- Surveys versus panels

Example:

How does one's score on materialism relate to their purchase habits?

Secondary Data (this is not synonymous with a literature review)

- Syndicated data sources (e.g., Scanner data, AC Nielsen), census data (e.g., Statistics Canada), databases (e.g., World Health Organization data on suicide rates across countries)

Example:

The percentage of disposable income spent on various consumer categories (e.g., food or leisure) as a function of location of residence (e.g., broken down by provinces/states)

DATA COLLECTION PROCEDURES (CONT.)

Exploratory research

1. **Focus groups:** Choice of moderator is crucial; interpretation of data can be “messy” (e.g., the two sets of executives viewing the focus group on whether a new product should be launched)
2. **Projective techniques:** Word association, sentence completion, third-person technique
3. **Verbal protocols** (also known as “think-aloud” techniques): concurrent versus retrospective
4. **Brainstorming:** Oftentimes used in the context of new product development; That said, it can be used in the context of testing specific hypotheses
5. **In-depth interviews:** Typically conducted in an open-ended manner using a small sample size

DATA COLLECTION PROCEDURES (CONT.)

Miscellaneous issues:

- Oftentimes projects can include two or more data collection procedures:

Examples:

Factors affecting tipping in a restaurant (naturalistic experiment)

Effects of pace of music in a retail store (naturalistic experiment)

Service quality as moderated by a consumer's appearance (naturalistic experiment)

Investigation of brand awareness in children (survey administered to children followed by an observational study in supermarkets)

- Dependent variables need not be solely collected using paper-and-pencil approach

psycho-galvanometer: arousal => perspiration => electrical resistance of the skin

eye-tracking methodology: oculometers

pupilometers

voice pitch analysis: emotional reactions are gauged through changes in one's voice

facial electromyography (EMG)

fMRI (neuromarketing)

physiological markers (e.g., testosterone levels)