



CONSUMER BEHAVIOR I (PHD SEMINAR) - BEHAVIORAL DECISION THEORY

MARK 6302
Spring 2016



GENERAL COURSE INFORMATION

Class Timing: Tuesday 11:00am-1:50pm

Instructor: Ritesh Saini

Class Location: SH 332¹

Office: COBA 219

Email: saini@uta.edu

Office Hours: MW 4-5pm, or just walk in.

Preferred mode of contact: E-Mail

¹ In the first half of the semester (Jan 20-Mar 11), we will also meet every Friday (9-11am) in my office COBA 219.

COURSE OVERVIEW AND LEARNING OBJECTIVES

This course is designed to familiarize you with a wide variety of theoretical models and issues related to consumer behavior – specifically focusing on how psychological factors act upon individual consumers and make them deviate from “rational” behavioral or “optimal” decisions.

It is impossible to cover all relevant topics in just one course. Moreover, what is “relevant” is itself a subjective assessment. However, I have tried my best to provide a very broad collection of research papers, all of which have been published in the top journals in marketing, psychology or economics. Some of these articles have been historically relevant (e.g., very well cited); these ones are important because they provide insights into the foundational theories of the field. Others are very recent; these ones are important because they suggest the direction in which consumer research is headed. When you read these articles, you will get a broad sense of the theories that are used in consumer behavior, the research techniques that are employed, and the writing style that is adopted. A student who satisfactorily completes this course will learn the following aspects pertaining to consumer-behavior research: (1) knowledge about several foundational streams of literature, (2) familiarity with the style and content of recent research, and (3) ability to generate and test new research ideas. While this course covers various different aspects of Consumer Behavior, the key focus is on Behavioral Decision Theory (BDT). Finally, while the course will cover specific areas related to consumer psychology, an overarching theme of the course will be to inculcate a rigorous scientific approach towards defining and investigating ideas.

BEHAVIORAL DECISION THEORY

The consumer behavior literature is divided into two major subgroups: (a) the consumer information processing segment, and (b) the behavioral decision theory (BDT) segment. The first subgroup, consumer information processing, includes consumer cognition and affect, and is not the key focus of this course². The BDT literature, which includes topics such as choice models, economic psychology, and consumer search strategies, draws largely from the interaction of psychological/sociological theories with economics/decision theory.

The major focus of behavioral decision theory is whether, and/or under what conditions, people deviate from normative rules of decision making. Consideration of these questions leads to a more general concern with rational behavior — how does one define rationality, and to what degree do people deviate from rationality in their decisions? In recent years, BDT research has seen enhanced revitalization thanks to the emergence of cognitive perspective of looking at classic BDT phenomena. This has led to, not just a listing of, but also the examination of the psychological underpinnings of the judgment and choice phenomena. Such a perspective leads to an added nuance in our examination of the BDT phenomena – What contextual, task related or personality factors influence deviations from rational behavior?

While the focus of this course is largely going to be the application of BDT concepts in the context of consumer behavior, the students will get a thorough grounding with the core BDT literature from all areas which include managerial decision making, public policy, financial decision making and social psychology. Much of the foundational work of BDT was conducted outside marketing, but the theoretical propositions have been expansive and rich enough to lend themselves to several interesting marketing domains. This has

² A few notable exceptions to this rule are topics related to Affect/Emotions and Personality Traits that bear upon consumer susceptibility to various BDT phenomena.

led to a growing number of consumer behavior papers published in premier marketing journals which take the core BDT principles and then extend them to various marketing and consumption situations.

At the end of this course, the expectation is that each student will possess the contextual familiarity, the ideation skills, and the methodological knowledge to author an experimental BDT article aimed for publication in a premier marketing journal.

CLASS FORMAT

This is not a lecture class in which I will “teach” articles. A discussion format will be used in which we will share our interpretations of different theoretical concepts, clarify our understanding of those concepts, generate new ideas and, hopefully, rise to a higher level of thinking. To accomplish this kind of learning, it is imperative that you do the assigned work diligently and participate enthusiastically in class.

I have assigned around 4-7 articles for each class. Typically, 1-2 of these will be omnibus overview articles. The remaining will be regular journal articles. I expect you to have a deep understanding about the (a) conceptualization of the proposed theory, (b) how it was tested, (c) the article’s incremental contribution to the literature, and (d) the aspects that could have been improved upon. Along these lines, each student will be assigned a paper almost every class. Please prepare summaries for the article assigned to you (1-page handout³; bring copies for the entire class). You will be given 15 minutes in class to explain the article. Be prepared to answer questions from me and other students. Besides this, you are also expected to read the remaining articles each week which are assigned to other students. For these remaining articles, the emphasis should be on developing a broad understanding of the key theories and results, without necessarily going into the minute specifics of the methodological aspects (data collection, stimuli, etc). Besides just discussing each article individually, a key goal of each class will be to adopt a gestalt view of all the articles together and see how each of the individual findings relate to each other, as well as to the previous articles we have discussed in past sessions.

In addition, in some of the sessions you are expected to present a 1-page handout (bring copies for everyone) of a new research idea related to the topics being discussed in the class that day. The idea may or may not stem from the article(s) assigned to you. You will be given 10 minutes to explain your new idea. This idea can be simple (e.g., just one hypothesis) but you should have clarity on the (a) underlying basis for your proposed hypothesis, (b) how it will be tested, and (c) the contribution that it would make to the literature⁴. Again, be prepared to answer questions from me and other students. Special attention should be paid to clearly justifying your core hypothesis on the basis of current literature and logical argumentation.

Finally, you will submit a fully-developed research article (11 pt. font; single-spaced; 4-6,000 words). This research report should read like a brief *JCR* paper. Ideally it should consist of 3-4 proposed studies, with complete details of the empirical methodology and the results you would predict (e.g., graphs of expected results). Final experimental stimuli should also be a part of the submission. This proposal can be based on one of the ideas that you presented in class, or can be a new idea altogether. In other words, it should be a completed paper without the data (except for one study). You will develop this on your own, but I will provide feedback during the initial stages. The quality of the idea should be such that, if empirically

³ 1-page is a strict limit. However there are no font size, margin or line-spacing limitations. You can choose these options to ensure that you do not exceed the strict page limit. Brevity is a virtue, but so is comprehensiveness.

⁴ In the process of coming up with a “new” idea, it is important for you to vet the extant literature to ensure that the idea has not already been investigated in an existing paper. One way to do this vetting is to do a forward citation search (on Google Scholar, etc) of related articles. Another is to consult recent overview articles in the area.

validated, it can be successfully presented at the ACR/SCP conferences. You will present a brief proposal of your idea to the class in the middle of the semester and make the final presentation and report submission at the semester end.

Please note that I will arrange running one of your studies on an online subject pool and provide you real data to include in your paper. This study should aim to test your principle hypothesis, and should be positioned as “Study 1” in your submission. Further details about this data collection will be provided in the initial weeks of the course.

GRADING

The following grade components add up to 100 points; there are no extra-credit opportunities.

Quality of article summaries & in-class discussion:	150 points
Quality of new research ideas:	100 points
Research project (due at end of semester)	500 points
Final Exam	250 points

Your points from each component will be summed. The final course grade will be as follows.

Greater than or equal to 900 points =	A
Greater than or equal to 800 points, but less than 900 points =	B
Greater than or equal to 700 points, but less than 800 points =	C
Greater than or equal to 600 points, but less than 700 points =	D
Less than 600 points =	F

OTHER NOTES

- 1) Deviations from the syllabus are unlikely. If they do occur, I will announce them in class and/or communicate them over e-mail.
- 2) Extraordinary circumstances might sometimes force you to miss a class. I will make grade adjustments if verifiable documentation is presented.
- 3) If any disability affects your ability to participate fully in class or meet course requirements, please bring this to my attention so that I can make appropriate accommodations.
- 4) Scholastic misconduct is unacceptable. If I observe any such incident, the student will receive a zero for the entire grade component. **Egregious errors, like plagiarism, will directly lead to a failing grade in the course, and a report to the Office of Student Conduct.**
- 5) Please do not disturb the class environment by chatting, using electronic gadgets, arriving late, or engaging in any other distracting activity.

TENTATIVE COURSE SCHEDULE

Session # (Date)	Topic	Deadlines
Week 1.1 (19 Jan)	Overview, Prospect Theory	
Week 1.2 (22 Jan)	Prospect Theory, Loss Aversion, and Implications	
Week 2.1 (26 Jan)	Reference Effects & Relativity	
Week 2.2 (29 Jan)	Heuristics & Biases	
Week 3.1 (2 Feb)	Dual Processes & Overthinking	
Week 3.2 (5 Feb)	Emotions	
Week 4.1 (9 Feb)	Preferences	
Week 4.2 (12 Feb)	Mental Accounting	
Week 5.1 (15 Feb)	Expectations & Inferences	
Week 5.2 (19 Feb)	No Class	
Week 6.1 (23 Feb)	Self-Control & Mis-forecasting	
Week 6.2 (26 Feb)	Psychological Distances	
Week 7.1 (1 Mar)	Variety, Flexibility & Diversification	
Week 7.2 (4 Mar)	Chronic & Situational Influences on JDM-I	
Week 8.1 (8 Mar)	Chronic & Situational Influences on JDM-II	Meeting (Mar 7-9) ⁵
Week 8.2 (11 Mar)	No Class- Marketing Symposium	
	SPRING BREAK (12-20 Mar)	
Week 9 (22 Mar)	Proposal Presentation; Submit Proposal Document ⁶	
Week 10 (29 Mar)	No Class; Submit Final Stimuli for AMT Study	
Week 11 (5 Apr)	No Class	
Week 12 (12 Apr)	No Class; Receive Data from Dr. Saini	
Week 13 (19 Apr)	No Class	
Week 14 (26 Apr)	Final Project Presentation; Submit Final Report ⁷	
Week 15 (3 May)	No Class	
Week 16 (10 May)	Final Exam (11am-1:30pm)	

⁵ Please make a prior appointment and meet me sometime during this week. I will be available to meet Mar 7- 9 (2-4:30pm). Bring 2-3 “half-baked” ideas you are considering for your final project to discuss with me. No written submission is required during the meeting. But bring 1-2 reference papers which constitute the relevant literature for your idea. These papers may or may not be from our course reading list.

⁶ Presentation should be less than 15 min. It should present (i) literature review, (ii) core hypothesis, (iii) rationale for your hypothesis, and (iv) experimental stimuli. Document should be 2-3,000 words (single-space). Email your presentation file and document to me by 9am on the day of the presentation.

⁷ Presentation should be less than 20 min. It should present (i) literature review, (ii) core hypothesis, (iii) rationale for your hypothesis, (iv) experimental stimuli, and (iv) experiment results. Document should be 4-6,000 words (single-space). Email your presentation file and document to me by 9am on the day of the presentation.

READINGS LIST

Readings for each session are listed below. All readings can be accessed at the Marketing Department K drive (K:\FACULTY\Saini\MARK 6302\Readings).

There are three categories of articles for each session:

1. Assigned Reading Articles will be individually discussed in class. Each article will be assigned to a student. That student will lead the class discussion on the paper fully describing the key findings and the core theory. An attempt should also be made to draw linkages with the previously discussed papers in the course. The student should also bring a 1-page (strict limit) hand-out for each student and professor in the class which summarizes the paper.
2. Overview Articles will be comprehensive articles covering a broad scope. No individual student will be assigned these articles, but everyone is expected to be highly familiar with their contents before coming to class.
3. Seminal Historical Articles are the pioneering articles in the field.

WEEK 1.1 (19 Jan): OVERVIEW; PROSPECT THEORY (11am-2pm)

- Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science*, 185(4157), 1124-1131.
- Thaler, R. H. (1999). Mental accounting matters. *Journal of Behavioral decision making*, 12(3), 183-206.
- Shafir, E., & Tversky, A. (1995). *Decision making*. The MIT Press.

WEEK 1.2 (22 Jan): PROSPECT THEORY, LOSS AVERSION & IMPLICATIONS ⁸ (9-11am)

- Fox, C. R., & Poldrack, R. A. (2009). Prospect theory and the brain. *Neuroeconomics: Decision making and the brain* {Read Only p. 145-154}
- Kahneman, D., J. L. Knetsch, and R. H. Thaler (1991). The Endowment Effect, Loss Aversion, and the Status Quo Bias. *Journal of Economic Perspectives*
- Levin, I. P., Schreiber, J., Lauriola, M., & Gaeth, G. J. (2002). A tale of two pizzas: building up from a basic product versus scaling down from a fully-loaded product. *Marketing Letters*
- Johnson, E.J. & D. Goldstein (2003). Do Defaults Save Lives? *Science*
- Chernev, A. (2004). Goal orientation and consumer preference for the status quo. *Journal of Consumer Research*

⁸ Overview/Historical Articles:

1. Kahneman, D., & Tversky, A. (1979). Prospect theory: An analysis of decision under risk. *Econometrica: Journal of the Econometric Society*, 263-291.
2. Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science*
3. Kahneman, D., & Tversky, A. (1984). Choices, values, and frames. *American psychologist*
4. Camerer, C. (1998). Prospect Theory in the Wild: Evidence from the Field. *Advances in Behavioral Economics*
5. Brenner, L., Rottenstreich, Y., Sood, S., & Bilgin, B. (2007). On the psychology of loss aversion: Possession, valence, and reversals of the endowment effect. *Journal of Consumer Research*, 34(3), 369-376.

WEEK 2.1 (26 Jan): REFERENCE EFFECTS & RELATIVITY⁹

- Ariely, D., G. Loewenstein, & D. Prelec (2003). "Coherent Arbitrariness": Stable Demand Curves without Stable Preferences. *Quarterly Journal of Economics*
- Ariely, D., G. Loewenstein, & D. Prelec (2006). Tom Sawyer and the Construction of Value. *Journal of Economic Behavior and Organization*
- Simonson, I. (1989). Choice based on reasons: The case of attraction and compromise effects. *Journal of Consumer Research*
- Novemsky, N., Dhar, R., Schwarz, N., & Simonson, I. (2007). Preference fluency in choice. *Journal of Marketing Research*
- Brenner, L., Rottenstreich, Y., & Sood, S. (1999). Comparison, grouping, and preference. *Psychological Science*

WEEK 2.2 (29 Jan): HEURISTICS & BIASES¹⁰

- Saini, R. & Monga, A. (2008). How I Decide Depends on What I Spend: Use of Heuristics is Greater for Time than for Money. *Journal of Consumer Research*
- Fox, C.R. & A. Tversky (1995). Ambiguity Aversion and Comparative Ignorance. *The Quarterly Journal of Economics*
- Gneezy, U., J.A. List, & G. Wu (2006) The Uncertainty Effect: When a Risky Prospect is Valued Less than its Worst Possible Outcome. *The Quarterly Journal of Economics*

Research Idea – From assigned students

⁹ Overview/Historical Articles:

1. Simonson, I. & A. Tversky (1992). Choice in Context: Tradeoff Contrast and Extremeness Aversion. *Journal of Marketing Research*

¹⁰ Overview/Historical Articles:

1. Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science*
2. Morewedge, C. K., & Kahneman, D. (2010). Associative processes in intuitive judgment. *Trends in cognitive sciences*
3. Shah, A. K., & Oppenheimer, D. M. (2008). Heuristics made easy: an effort-reduction framework. *Psychological bulletin*

WEEK 3.1 (2 Feb): DUAL PROCESSES & OVERTHINKING¹¹

- Shiv B. & A. Fedorikhin (1999) Heart and Mind in Conflict: The Interplay of Affect and Cognition in Consumer Decision Making. *Journal of Consumer Research*
- Pocheptsova, Anastasiya, Amir, On, Dhar, Ravi, and Roy F. Baumeister (2009). Deciding without Resources: Psychological Depletion and Choice in Context. *Journal of Marketing Research*
- Rottenstreich, Y., & Hsee, C. K. (2001). Money, kisses, and electric shocks: On the affective psychology of risk. *Psychological Science* (also see Hsee, C. K., & Rottenstreich, Y. (2004). Music, pandas, and muggers: on the affective psychology of value. *Journal of Experimental Psychology: General*)
- Wilson, T. D., & Schooler, J. W. (1991). Thinking too much: introspection can reduce the quality of preferences and decisions. *Journal of Personality and Social Psychology*

Research Idea – From assigned students

WEEK 3.2 (5 Feb): EMOTIONS¹²

- Lerner, J. S., Small, D. A., & Loewenstein, G. (2004). Heart strings and purse strings carryover effects of emotions on economic decisions. *Psychological Science*
- Pham, M. T., & Avnet, T. (2009). Contingent reliance on the affect heuristic as a function of regulatory focus. *Organizational Behavior and Human Decision Processes*
- Pyone, J. S., & Isen, A. M. (2011). Positive affect, intertemporal choice, and levels of thinking: Increasing consumers' willingness to wait. *Journal of Marketing Research*

Research Idea – From assigned students

¹¹ Overview/Historical Articles:

1. Slovic, P., Finucane, M., Peters, E. & MacGregor, D.G. (2007). The affect heuristic. *European Journal of Operational Research*
2. Dhar, R., & Gorlin, M. (2013). A dual-system framework to understand preference construction processes in choice. *Journal of Consumer Psychology* (Also see other related articles in the same JCP Issue)
3. Frederick, S. (2005) Cognitive Reflection and Decision Making. *Journal of Economic Perspectives*
4. Mercier, H., & Sperber, D. (2011). Why do humans reason? Arguments for an argumentative theory. *Behavioral and brain sciences*
5. Dijksterhuis, A., Bos, M. W., Nordgren, L. F., & Van Baaren, R. B. (2006). On making the right choice: The deliberation-without-attention effect. *Science*

¹² Overview/Historical Papers:

1. Rottenstreich, Y., & Shu, S. (2004). The connections between affect and decision making: Nine resulting phenomena. In D. J. Koehler & N. Harvey (Eds.), *Blackwell handbook of judgment and decision making*. Oxford: Blackwell.
2. Lerner, J., Li, Y., Valdesolo, P., and Kassam, K. (2015) Emotions & Decision Making, *Annual Review of Psychology*
3. Van den Bergh, B., Dewitte, S., & Warlop, L. (2008). Bikinis instigate generalized impatience in intertemporal choice. *Journal of Consumer Research*

WEEK 4.1 (9 Feb): PREFERENCES¹³

- Shafir, E., I. Simonson, & A. Tversky (1993). Reason-based choice. *Cognition*
- Hsee, C. K. (1998). Less is better: When low-value options are valued more highly than high-value options. *Journal of Behavioral Decision Making*
- Okada, E. M. (2005). Justification effects on consumer choice of hedonic and utilitarian goods. *Journal of Marketing Research*
- Russo, J. E., Carlson, K. A., & Meloy, M. G. (2006). Choosing an inferior alternative. *Psychological Science*
- Xu, A. J., & Wyer, R. S. (2008). The Comparative Mind-Set: From Animal Comparisons to Increased Purchase Intentions. *Psychological Science*

Research Idea – From assigned students

WEEK 4.2 (12 Feb): MENTAL ACCOUNTING¹⁴

- Gourville, J. T. & D. Soman (1998). Payment Depreciation: The Behavioral Effects of Temporally Separating Payments from Consumption. *Journal of Consumer Research*
- Khan, U. & R. Dhar (2006) Licensing Effect in Consumer Choice. *Journal of Marketing Research*
- Nunes, J.C. & C.W. Park (2003). Incommensurate Resources: Not Just More of the Same. *Journal of Marketing Research*
- Fox, C. R., & Rottenstreich, Y. (2003). Partition priming in judgment under uncertainty. *Psychological Science*

¹³ Overview/Historical Papers:

1. Slovic, P. (1995). The construction of preference. *American Psychologist*
2. Slovic, P., D. Griffin & A. Tversky (1990) Compatibility Effects in Judgment & Choice in *Insights in Decision Making: Theory and Applications*, R.M. Hogarth (ed.)
3. Hsee, C. (2000) Attribute Evaluability and its Implications for Joint-Separate Evaluation Reversals and Beyond in *Choices, Values and Frames*. D. Kahneman & A. Tversky (eds.).
4. Hsee, C. K., Zhang, J., & Chen, J. (2004). Internal and substantive inconsistencies in decision making. *Blackwell handbook of judgment and decision making*.
5. Levav, J., & Fitzsimons, G. J. (2006). When Questions Change Behavior The Role of Ease of Representation. *Psychological Science*

¹⁴ Overview/Historical Papers:

1. Arkes, H. R., & C. Blumer (1985). The Psychology of Sunk Cost. *Organizational Behavior and Human Decision Processes*
2. Arkes, H. R., C.A. Joyner, M.V. Pezzo, & J.G. Nash (1994). The Psychology of Windfall Gains. *Organizational Behavior and Human Decision Processes*
3. Miller, D. T., & Effron, D. A. (2010). Chapter Three-Psychological License: When it is Needed and How it Functions. *Advances in experimental social psychology*

WEEK 5.1 (16 Feb): EXPECTATIONS & INFERENCES¹⁵

- Lee, L., S. Fredereick, & D. Ariely (2006). Try It, You'll Like It: The Influence of Expectation, Consumption, and Revelation on Preferences for Beer. *Psychological Science*
- Raghunathan, R., R.W. Naylor, & W.D. Hoyer (2006). The Unhealthy ≠ Tasty Intuition and Its Effects on Taste Inferences, Enjoyment, and Choice of Food Products. *Journal of Marketing*
- Shiv, B., Z. Carmon, and D. Ariely (2005). Placebo Effects of Marketing Actions: Consumers May Get What They Pay For. *Journal of Marketing Research*
- Chinander, K.R. & M. E. Schweitzer (2003). The Input Bias: The Misuse of Input Information in Judgments of Outcomes. *Organizational Behavior and Human Decision Processes*

Research Idea – From assigned students

WEEK 5.2 (19 Feb): No Class

¹⁵ Historical/Overview Papers:

1. Kardes, F. R., Posavac, S. S., & Cronley, M. L. (2004). Consumer inference: A review of processes, bases, and judgment contexts. *Journal of Consumer Psychology*
2. Zhang, S., & Markman, A. B. (1998). Overcoming the early entrant advantage: The role of alignable and nonalignable differences. *Journal of Marketing Research*

WEEK 6.1 (23 Feb): SELF CONTROL & MISFORECASTING¹⁶

- Vohs, K.D., & Faber, R.J. (2007) Spent resources: Self-regulatory resource availability affects impulse buying. *Journal of Consumer Research*
- Ariely, D., & Wertenbroch, K. (2002). Procrastination, deadlines, and performance: Self-control by precommitment. *Psychological Science*
- Read, D. & B. van Leeuwen (1998) Predicting hunger: The effects of appetite and delay on choice. *Organizational Behavior and Human Decision Processes*
- Morewedge, C. K., Gilbert, D. T., Myrseth, K. O. R., Kassam, K. S., & Wilson, T. D. (2010). Consuming experience: Why affective forecasters overestimate comparative value. *Journal of Experimental Social Psychology*
- Bastardi, A. and Shafir, E. (1998) On the pursuit and misuse of useless information *Journal of Personality and Social Psychology*

Research Idea – From assigned students

WEEK 6.2 (26 Feb): PSYCHOLOGICAL DISTANCES¹⁷

- Lowenstein, G. & R.H. Thaler (1989). Anomalies: Intertemporal Choice. *Journal of Economic Perspectives*
- Chen, H., Ng, S., & Rao, A. R. (2005). Cultural differences in consumer impatience. *Journal of Marketing Research*
- Fujita, K., Y. Trope, & N. Liberman (2006). Construal Levels and Self-Control. *Journal of Personality & Social Psychology*
- Malkoc, S. A., Zauberaman, G., & Ulu, C. (2005). Consuming now or later? The interactive effect of timing and attribute alignability. *Psychological Science*
- Wan, E. W., & Agrawal, N. (2011). Carryover effects of self-control on decision making: A construal-level perspective. *Journal of Consumer Research*

¹⁶ Overview Papers:

1. Inzlicht, M., & Schmeichel, B. J. (2012). What is ego depletion? Toward a mechanistic revision of the resource model of self-control. *Perspectives on Psychological Science*
2. Wilson, T. D. & Gilbert, D. T. (2005) Affective forecasting: Knowing what to want. *Current Directions in Psychological Science*

¹⁷ Overview Papers:

1. Frederick, S., Loewenstein, G., & O'donoghue, T. (2002). Time discounting and time preference: A critical review. *Journal of economic literature*
2. Trope, Y., & Liberman, N. (2000). Temporal construal and time-dependent changes in preference. *Journal of Personality & Social Psychology*. (see also JCP Spl Issue Apr 2007)
3. Trope, Y., Liberman, N., & Wakslak, C. (2007). Construal levels and psychological distance: Effects on representation, prediction, evaluation, and behavior. *Journal of Consumer Psychology*

WEEK 7.1 (1 Mar): VARIETY, FLEXIBILITY & DIVERSIFICATION¹⁸

- Simonson, I. (1990). The Effect of Purchase Quantity and Timing on Variety-Seeking Behavior. *Journal of Marketing Research*
- Ratner, R.K., B.E. Kahn, & D. Kahneman (1999). Choosing Less-Preferred Experiences for the Sake of Variety. *Journal of Consumer Research*
- Iyengar, S. & M. Lepper (2000). When Choice is Demotivating: Can One Desire Too Much of a Good Thing? *Journal of Personality and Social Psychology*
- Shin, J. & Ariely, D. (2004) Keeping doors open: The effect of unavailability on incentives to keep options viable, *Management Science*

Research Idea – From assigned students

WEEK 7.2 (4 Mar): CHRONIC & SITUATIONAL INFLUENCES ON JDM-I

- Readings – To be announced

¹⁸ Overview Papers:

1. Chernev, A. (2011). Product assortment and consumer choice: An interdisciplinary review. *Found Trends Marketing*
2. Read, D. & Loewenstein, G. (1995). Diversification bias: Explaining the discrepancy in variety seeking between combined and separated choices. *Journal of Experimental Psychology: Applied*

WEEK 8.1 (8 Mar): CHRONIC & SITUATIONAL INFLUENCES ON JDM-II

- Readings – To be announced

WEEK 8.2 (11 Mar): No Class – Marketing Symposium

UNIVERSITY POLICIES AND PROCEDURES

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. **Counseling and Psychological Services, (CAPS)** www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

(<http://www.uta.edu/police/EvacuationProcedures.pdf>)

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>