SYLLABUS FOR  
MKT525: 16518R – CONSUMER BEHAVIOR AND MARKETING  
SPRING 2021  
****REVISED (1/5/2021), SUBJECT TO CHANGE***

Professor: Gülten Ülkümen  
Email: ulkumen@marshall.usc.edu  
Office Hours: Tuesdays 4:00–5:00pm & by appointment  
(Link is provided on Blackboard under “Office Hours Link”)  
Course Web Page: https://blackboard.usc.edu  
Electronic Reserve: https://reserves.usc.edu/ares/  
(Direct link to course reserve is available on Blackboard under “ARES”)

COURSE DAY, TIME, & ACCESS  
This class will be entirely online. Synchronous Zoom sessions will be held Tuesdays and Thursdays from 11:00am—12:20pm Pacific Time via Zoom. Zoom is the platform used for all sessions and online office hours. To comply with various safety and privacy requirements, the University mandates that students access course Zoom sessions via the link integrated in the Blackboard course page (left-hand link called “USC Zoom Pro Meeting”). The University also requires that students use their USC Zoom accounts to join classes. If you use any other Zoom account (including school-specific accounts like a Marshall or Rossier account), you will automatically be held in the waiting room and you will have to be manually authenticated and admitted, which may cause delays for you and the other students. (To log into your USC Zoom account, on the sign-in screen, choose “Sign In with SSO;” in the company domain field, enter “usc;” then log in with your USC credentials). For more Zoom information, go to: Zoom Support Tutorials or to USC’s dedicated Keep Teaching Digital Classroom site.

TECHNOLOGY SUPPORT FOR COURSE ACCESS

- **Blackboard Support**  
  Blackboard Website: https://studentblackboardhelp.usc.edu/  
  Blackboard Phone Help Line: 213-740-5555, Option 2 (available 24/7/365)  
  Blackboard Email: blackboard@usc.edu

- **Zoom Support**  
  USC’s Zoom Website: https://keepteaching.usc.edu/tools/zoom/  
  ITS Phone Help Line: 213 740-5555, Option 1  
  ITS Email: consult@usc.edu

- **Marshall IT Support**  
  Help Desk Forum: http://service.marshall.usc.edu/  
  Help Desk Phone: 213-740-3000  
  Help Desk Email: helpdesk@marshall.usc.edu
COURSE DESCRIPTION

We are all consumers—we buy groceries and cars, we seek healthcare services and financial advice, we watch TV shows and enjoy restaurants (remember when?), we use water and electricity, and we vote for political representation. Consumption decisions such as these are integral to our lives. While we are utterly familiar with various consumption experiences, we may not have full insight into why people similar to us, let alone diverse groups of other consumers, think and act the way they do. However, in our role as marketing professionals it is critical to understand why consumers behave the way they do so that we can develop interventions that effectively impact consumer attitudes and change behavior, and accurately predict consumer reactions to our marketing activities.

This class provides insights into how to study consumers systematically and how to recommend ethical marketing strategies based on theoretical and empirical evidence about consumer behavior.

Drawing on theories from behavioral economics, psychology, sociology, and other disciplines, we will develop a solid understanding of how attention, perception, memory, attitudes, motivation, and contextual cues together shape consumer behavior. Connecting this knowledge to marketplace examples, we will practice generating solutions to common real-world marketing problems.

LEARNING OBJECTIVES

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

- Explain key concepts of consumer psychology
- Connect these concepts to marketplace issues and marketing problems
- Analyze the appropriateness of specific marketing activities
- Acquire and assess empirical evidence to develop, evaluate, and adjust marketing strategy
- Practice designing effective marketing strategies based on consumer psychology

COURSE FORMAT

The course will consist of synchronous Zoom sessions held Tuesdays and Thursdays from 11:00am-12:20pm Pacific Time. The sessions will include lecture, discussions, and small group assignments. The schedule of topics to be covered in each session is posted at the end of this syllabus.

Your active participation is a very important part of this course and critical to making the concepts as relevant to your life and career as possible. Please use this class to ask questions that help all of us delve deeper into the material; strive to make connections between course concepts and the marketplace; share examples of course concepts that you see in the real world; and feel free to challenge assumptions. This class is for you, and—with your help—I’d love to make the material is applicable to you as possible.

COURSE MATERIALS

- **Readings and Other Media Content:**
  Readings from various sources, such as academic papers and news articles will be required as preparation for class. These readings are designed to serve as a primer for a general topic area, to deepen your understanding of specific topics, and/or to highlight how course concepts apply to current marketplace practices. They will also guide in-class discussion, so be sure to come prepared. The readings will be made accessible on the Blackboard course website (either posted under “Content” or accessible via the electronic reserves link “ARES Electronic Reserves”).
• **Blackboard Access:**
Readings, assignments, and class notes will be posted on Blackboard, and I will send you announcements and updates via Blackboard. Please ensure that messages sent via Blackboard can reach you.

• **Course Notes:**
A subset of the PowerPoint slides used in class will be posted as course notes on Blackboard prior to class. These slides will serve as support, but not as a substitute, for the lecture itself and in-class discussion. Note-taking (not a transcription of the lecture) will be necessary to supplement each session’s content. You can download and/or print out these course notes and have them accessible for note-taking if desired.

**ONLINE CLASSROOM POLICIES**

• **Attendance:** In line with Marshall’s longstanding policy to require in-class attendance, attendance is expected at all synchronous class sessions (for exceptions based on time zone, see b. below).
  a. **Camera use:** Students are expected to have their cameras on during synchronous Zoom sessions and ideally use headphones for optimal audio quality. If you have circumstances that prevent you from meeting these expectations, please contact me directly as soon as possible.

  b. **Time zone accommodation:** For students who are located in a different time zone, the University expects synchronous participation in class and in exams if this course takes place between 7:00am and 10:00pm in the student’s local time zone. If this course falls outside of this 7:00am–10:00pm time window in your local time, please contact me directly as soon as possible. You will not be penalized for not live-attending synchronous sessions due to time zone conflicts. However, you will be responsible for watching the recorded sessions and for submitting individual assignment versions of the in-class exercises. Any exams that cannot be completed synchronously due to time zone conflicts will be re-scheduled so that you are able to complete the exam between 7:00am and 10:00pm in your local time zone. All assignment deadlines will be Pacific Time for all students and will be automatically enforced by Blackboard. It is your responsibility to plan accordingly if you are in a different time zone.

• **Recommended Equipment:** The following are recommended for successful participation in this course:
  a. Computer with webcam
  b. Current operating system and browser
  c. Reliable Internet connection
  d. Earphones/headset
• **Recording:** All synchronous Zoom sessions will be recorded and posted on the Blackboard course page. It is your responsibility to be aware of all materials and additional announcements shared in class.

• **Technical Difficulties:** Technical glitches are inevitable in an online course setting and we will just have to roll with the punches. If technical problems are systematic to this course, I will ask tech support to find a solution. However, typically, issues are limited to individual participants and I ask that you troubleshoot on your own.
  a. I understand that all of us will have tech issues at some point, and, as noted above, the recordings will provide you easy access to any part of the class you might have missed.
  b. Try logging out and then back in; if that doesn’t solve the issue, try restarting your computer. If you experience persistent problems, please contact the IT support resources listed on the first page of this syllabus.
  c. If I experience technical issues, I will follow the same procedure. Please monitor your email for any updates while you wait for me to return.

• **Netiquette/Professional Conduct:** For synchronous Zoom sessions, including breakout groups, the following professional behavior is expected:
  **Please do...**
  a. Log into class early or at least on time, via the Blackboard access link.
  b. Display your first and last name during Zoom sessions (class and office hours).
  c. Attend class using a reliable Internet connection; ask others who share your wifi not to hog bandwidth during your class time (e.g., streaming movies).
  d. Join synchronous sessions via laptop or desktop computer—your ability to interact (e.g., chat, Google docs) is much greater that way.
  e. Minimize distraction to yourself and others by choosing a quiet environment and by muting/turning off video briefly if necessary.
  f. Being considerate is paramount for productive discourse and to learn from each other’s experiences and perspectives.
  g. Dress respectfully, and if you use a virtual background choose a workplace-appropriate option.
  **Please try not to...**
  a. Multi-task in other activities unrelated to class (e.g., checking email or phone).
  b. Interact with people who are not in the class.
  c. Leave/turn off your camera frequently or for extended periods of time.

**COMMUNICATION**

• **Email:** The best way to reach me is via email (ulkumen@marshall.usc.edu). Note that I reserve a 24-hour window to respond. For general questions about course logistics (e.g., schedule, due dates, access to readings), please:
  1. Check the syllabus for related content
  2. Check the Announcements section on Blackboard
  3. Confer with classmates

• **Office Hours:** For in-depth questions about the course content or other marketing-related topics, office hours may be a more suitable venue. Feel free to Zoom by during office hours (Tuesdays 4:00–5:00pm; link provided on Blackboard under “Office
EMERGENCY PREPAREDNESS

Fingers crossed things don't get worse from here on out. Nonetheless, in case of any (other) emergency, USC's Emergency Information Website provides safety and class continuity information: [https://emergency.usc.edu/](https://emergency.usc.edu/)

WELLNESS & PRODUCTIVITY IN STRESSFUL TIMES

These are stressful times for each and every one of us, so I encourage you to take extra good care of your health, both physical and mental. This starts with basic things like eating well, exercising, keeping regular sleep times, and making sure you make time for leisure and relaxation. The University provides a host of wellness related tips here: [https://studenthealth.usc.edu/ways-to-stay-well-during-stressful-times/](https://studenthealth.usc.edu/ways-to-stay-well-during-stressful-times/)

Fewer and/or different social interactions as well as the lack of routines can take a real toll on us and the impact of the changes may manifest differently for different people. Please look out for yourself and others and use our course and Trojan network to stay happy and productive!

GRADING POLICIES

- **Grading Detail**
  
  Final grades will be determined in accordance with the guidelines for graduate electives issued by the Marshall School of Business. Final grades represent how you perform in the class overall as well as relative to other students. Three aspects are considered when assigning final grades:

  1. Your average weighted score as a percentage of the available points for all graded items (points you received divided by number of points possible)
  2. The overall average percentage score within the class
  3. Your ranking among all students in the class

  Each student will be evaluated based on the following components (see below for details):

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<thead>
<tr>
<th>ITEM</th>
<th>CONTRIBUTION TO GRADE</th>
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<tbody>
<tr>
<td>Class contribution</td>
<td>10%</td>
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<tr>
<td>Individual Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td>Final Project</td>
<td>30%</td>
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- **Class Contribution**

  Class contribution will be evaluated based on the relevance, depth, and consistency of your in-class participation.

  a. **Verbal Comments/Questions**: This will encompass quality and quantity of your comments and questions. However, quality will weigh more heavily than quantity. Linking course content to real-world examples; abstracting away from specific examples to more general principles; sharing examples of consumer behavior related events and current news on the course website; offering solutions to problems; and raising challenging questions are all examples of high-quality contributions. Class contribution will also account for any activity that detracts from our learning experience, such as disruptive activity.
b. **Sharing Current Examples:** Please post examples of the course concepts that you see in the real world. These can be current news articles, ad campaigns, or brand updates that you come across. When you post an article or an ad, add a few sentences that relate the example to a particular course framework or concept.

c. **Responses to Polls, Chats, Surveys:** I will invite you to participate in polls and chats during class, or ask you to fill out online surveys outside of class time for purposes of class demonstrations. Your responses to these will count as classroom contribution.

d. **In-class Exercise Deliverables:** To record attendance and participation, I will ask you to save the output of any in-class exercises (group or individual) and post it to a Google Drive folder dedicated to this course (links will be shared with each exercise) during class. If you cannot live-attend synchronous sessions due to time zone conflicts, please contact me directly as soon as possible. You will still be expected to complete these deliverables and submit them within 24 hours of the scheduled class time.

e. **Guest Speaker Attendance & Reflection Papers:** We will have four guest speakers throughout the semester. You will be asked to write a short reflection paper about each of the guest speakers (posted under "Assignments"). You may reflect on and discuss any aspect of the guest speaker's presentation that you find insightful with respect to your own career. This could be information about the industry, the speaker's career path, or even something about how they presented. Each reflection paper should be no longer than one page, double-spaced (12 pt. font), and submitted via Blackboard by the Tuesday following the guest lecture by 10:00 am Pacific Time.

If you are unable to attend any of the guest speaker sessions due to time zone or class conflicts, please contact me directly as soon as possible for an accommodation. You will still be expected to complete the reflection paper by the same deadline.

Contribution points for each of the above range from 0 (= no work submitted) to 1 (= work meets expectations). (Rarely, 2 points may be given for exceptionally thoughtful work that exceeds expectations.)

- **Individual Assignments**
Throughout the semester I will ask you to complete several short individual assignments to demonstrate and solidify the knowledge gained in class. These assignments are already listed in the tentative course schedule at the end of this document, but assignments may be changed or added. Announcements to that effect will be made in class. Please make sure to stay up to date regarding changed or added assignments. Assignments should be submitted via Blackboard, no later than 10 am, on the dates indicated in the schedule of topics at the end of this syllabus, and on Blackboard.
• **Midterm and Final Exam**
Exams will include primarily material covered in lectures but may also extend to material from the assigned readings. Question formats will include multiple choice and short answer questions.
Students are expected to complete each exam at the scheduled time. Again, for students in a different time zone, the University expects live participation as long as the course is between 7:00am and 10:00pm in the student's local time zone.
Consistent with University policy, makeup exams will only be granted on the basis of written proof of illness or other emergency, religious observance, or official University activity. It is your responsibility to notify me and provide official documentation. In case of an official University activity, please notify me at least one week prior to the scheduled exam date. If you fail to attend an exam session for any reason other than a documented illness, other emergency, or official University activity, you will receive a grade of zero (0) on that exam. If you have DSP accommodation to receive extended time on the exam, you must notify me at least one week in advance of the exam date.

• **Final Group Project**
One part of your course grade will stem from delivering (in both oral and written form) a final project. This project will be carried out in groups, rather than individually. You will be responsible for: (a) selecting your team members, (b) coordinating schedules to work on the project, (c) communicating your expectations about the division of labor and communication, (d) preparing one joint presentation and one joint paper, and (e) providing peer evaluations for each member of your group.
All team members are expected to contribute equally. Historically, not pulling one's weight on the group project has led to significant reductions in the peer evaluations, which in turn reduces one's grade for the final project. More information on the final project will be discussed in class and posted on Blackboard at a later date. To facilitate group work, two class sessions will be reserved as "group project workshop."

• **Extra Credit Policy**
There will be no opportunities to earn extra credit.
USC Statement on Academic Integrity and Conduct

No form of cheating, plagiarism, or dishonest behavior will be tolerated. It is your responsibility to familiarize yourself with the definition of plagiarism. While I encourage students to share ideas, study together, and aid each other in better understanding course concepts, work submitted to me as an individual assignment or exam must be yours alone. Likewise, work submitted to me as the final group project should represent equal contributions from all group members (workload, effort, and say). It is your responsibility as a group to work to achieve that goal. Violations of this code of conduct will be addressed consistent with University policy:

"USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own (plagiarism). Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. All students are expected to understand and abide by the principles discussed in the SCampus, the Student Guidebook (www.usc.edu/scampus or http://scampus.usc.edu). A discussion of plagiarism appears in SCampus (Part B, section 11, “Behavior Violating University Standards;” https://policy.usc.edu/scampus-part-b/). Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty."

The University’s policies can be found at: https://sjacs.usc.edu/students/academic-integrity/ and http://policy.usc.edu/scientific-misconduct/. Violations of the academic conduct standards set forth by the University and the respective programs may result in dismissal.

No Recording/Copyright Notice

It is a violation of the University’s Academic Integrity policies (see above) to share course materials without the permission of the instructor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

- **No recording:** No student may record any lecture, class discussion, or meeting with me without my prior express written permission. The word “record” or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding.

- **Copyright:** I reserve all rights, including copyright, to my lectures, course syllabi, and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any medium or in any form, including, but not limited to, all course note-sharing websites (e.g., CourseHero).

Notes made by students based on a university class or lecture may only be used for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student’s membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Actions in violation of this policy are a violation of the Student Conduct Code and may subject an individual or entity to university discipline and/or legal proceedings.
SUPPORT SYSTEMS

- Counseling and Mental Health - (213) 740-9355 – 24/7 on call studenthealth.usc.edu/counseling
  Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

- National Suicide Prevention Lifeline - 1-800-273-8255 suicidepreventionlifeline.org
  Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

- Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call studenthealth.usc.edu/sexual-assault
  Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

- Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298 equity.usc.edu, or titleix.usc.edu
  Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

- Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298 usc-advocate.symplicity.com/care_report
  Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

- USC Support and Advocacy - (213) 821-4710 uscsa.usc.edu
  Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

- Diversity at USC - (213) 740-2101 diversity.usc.edu
  Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

- USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call dps.usc.edu, or emergency.usc.edu
  Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

- USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call dps.usc.edu
  Non-emergency assistance or information.
• Office of Disability Services and Programs - (213) 740-0776 dps.usc.edu, ability@usc.edu. USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (dsp.usc.edu) provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday.
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<thead>
<tr>
<th>Lecture</th>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Preparation DUE BEFORE CLASS (UNDER “Content”)</th>
<th>Assignments DUE (UNDER “Assignments”)</th>
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<tbody>
<tr>
<td>1</td>
<td>1/19</td>
<td>Tuesday</td>
<td>Introduction to the Course</td>
<td>Read:</td>
<td>Syllabus</td>
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<tr>
<td>4</td>
<td>1/28</td>
<td>Thursday</td>
<td>Quantitative Consumer Research</td>
<td>Read:</td>
<td>“What’s the Value of a Like?”, HBR, “Questionnaire Design and Development”, HBR</td>
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<td>5</td>
<td>2/2</td>
<td>Tuesday</td>
<td>Bob Volpe, CEO @ Ignite 360: specializes in uncovering customer insights &amp; building strategy</td>
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<td>7</td>
<td>2/9</td>
<td>Tuesday</td>
<td>Need Recognition &amp; Search</td>
<td>Read:</td>
<td>“Retailers Use AI to Improve Online Recommendations for Shoppers”, WSJ</td>
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<td>8</td>
<td>2/11</td>
<td>Thursday</td>
<td>Exposure &amp; Attention</td>
<td>Read:</td>
<td>Chapter 3, “Unexpected”, Made to Stick Do: Taste discrimination task (due 2/15, 10 am)*</td>
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<tr>
<td>9</td>
<td>2/16</td>
<td>Tuesday</td>
<td>No Class Meeting (Graduate Wellness Day)</td>
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<td>10</td>
<td>2/18</td>
<td>Thursday</td>
<td>Perception - I</td>
<td></td>
<td>Final group project idea proposal due, @10 am</td>
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<tr>
<td>11</td>
<td>2/23</td>
<td>Tuesday</td>
<td>Jin Kang, Al/ML &amp; Analytics @ Amazon Web Services (AWS); specializes in machine learning</td>
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<td>12</td>
<td>2/25</td>
<td>Thursday</td>
<td>Perception - II &amp; Opinion Formation - I</td>
<td>Read:</td>
<td>“Try It, You'll Like It”, Psychological Science</td>
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<td>13</td>
<td>3/2</td>
<td>Tuesday</td>
<td>Opinion Formation - II</td>
<td>Read:</td>
<td>“Increasing the Effectiveness of Communications to Consumers”, Journal of Public Policy &amp; Marketing</td>
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<td>14</td>
<td>3/4</td>
<td>Thursday</td>
<td>Consumer Memory</td>
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<td>Opinion behavior assignment due, @10 am</td>
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<td>3/9</td>
<td>Tuesday</td>
<td>Nick Karamanos, Senior Vice President Entertainment Partnerships @ Mattel; specializes in consumer insights, product development, strategic partnerships</td>
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<td>3/11</td>
<td>Thursday</td>
<td>Course Review</td>
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<td>3/16</td>
<td>Tuesday</td>
<td>Midterm</td>
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<td>3/18</td>
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<td>Evaluation &amp; Choice - I</td>
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<td>Read:</td>
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<td>- “Decisions, Decisions”, Marketing Research</td>
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<td>3/23</td>
<td>Tuesday</td>
<td>Final Group Project Workshop</td>
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<td>3/25</td>
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<td>Evaluation &amp; Choice - II</td>
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<td>Read:</td>
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<td>- Chapter 1, “The Truth About Relativity”, Predictably Irrational</td>
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<td>Final group project progress report due, @10 am</td>
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<td>3/30</td>
<td>Tuesday</td>
<td>Decision Biases</td>
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<td>- Chapter 1, “Biases and Blunders”, Nudge</td>
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<tr>
<td>4/1</td>
<td>Thursday</td>
<td>Final Group Project Workshop</td>
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<td>Evaluation and choice assignment due, @10 am</td>
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<td>4/6</td>
<td>Tuesday</td>
<td>Debiasing &amp; Choice Architecture</td>
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<td></td>
<td></td>
<td>- “Introduction”, Nudge</td>
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<td>4/8</td>
<td>Thursday</td>
<td>Influencing Consumers</td>
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<tr>
<td>4/13</td>
<td>Tuesday</td>
<td>Raul Rios, VP of Strategy @ Walton Isaac; specializes in branding &amp; multicultural marketing</td>
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<td>4/15</td>
<td>Thursday</td>
<td>Final Group Project Presentations</td>
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<td>Final group project report due for all groups, @10 am</td>
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<tr>
<td>4/20</td>
<td>Tuesday</td>
<td>Final Group Project Presentations</td>
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<td>Raul Rios reflection paper due, @10 am</td>
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<td>4/22</td>
<td>Thursday</td>
<td>No Class Meeting (Wellness Day)</td>
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<tr>
<td>4/27</td>
<td>Tuesday</td>
<td>Consumer Well-Being</td>
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<td>- “Hedonomics in Consumer Behavior”, Rotman Magazine</td>
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<td>4/29</td>
<td>Thursday</td>
<td>Course Review</td>
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<td>5/11</td>
<td>Tuesday</td>
<td>Final Exam (11:00 am – 1:00 pm)</td>
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