



APST 8272 MULTICHANNEL CONSUMERS: THEORIES IN RETAIL AND CONSUMER STUDIES

Spring 2016, 3 credits
Wed 8:30am-11:15am, McNeal 144

An in-depth study of research as applied to the field of retail and consumer behavior studies, particularly in a multichannel retailing context.

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OVERALL COURSE DESCRIPTION

COURSE OBJECTIVES	<ol style="list-style-type: none"> To gain exposure to a breadth of theories used in retail and consumer studies To critically examine research evidence that provides insights on multichannel consumer behavior To gain an understanding for research methods used in retail and consumer studies To develop research skills to prepare students for a researcher To develop an area of interest and gain depth in the area of student's choice To develop communication skills for professional settings
TEXT	<ol style="list-style-type: none"> American Psychological Association. (2009). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: American Psychological Association.
COURSE WEBSITE	<p>https://ay15.moodle.umn.edu/course/view.php?id=9335 To enhance learning experience, the course will be available on Moodle. It is important that students regularly check the Moodle site. Class materials such as lecture notes and readings and assignment/exam grades will be posted on Moodle.</p>

INSTRUCTOR'S EXPECTATION

COURSE POLICIES	<ol style="list-style-type: none"> Attendance is required. Please be on time. In case of absence, it is the responsibility of the student to notify the instructor. More than 1 absence can have a detrimental effect on your grade in the course. Written work must be typewritten (single spaced for position papers, double spaced for the term paper) in neat form. NO LATE WORK will be accepted. Check the due dates carefully and observe them. Show respect for other classmates and your instructor. TURN YOUR ELECTRONIC DEVICES OFF during the class time (no buzzing sound!). The official communication method in this class will be emails. It is your responsibility to make sure that you check and clean email account. ACADEMIC DISHONESTY IS A SERIOUS OFFENCE AND WILL BE TAKEN ACCORDINGLY. At no time is copying other people's words or ideas permissible. If academic dishonesty was found, the student(s) will be dismissed from the class and reported to the Office of Student Conduct and Academic Integrity (OSCAI). Any student who feels he/she may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs. Students with disabilities are encouraged to contact the Disability Services (612-624-1333, 180 McNamara) to coordinate course accommodations.
WORK LOAD EXPECTATIONS	<ol style="list-style-type: none"> Plan on spending at least 6-8 hours on weekly reading, and another 2 hours on weekly assignment. You will develop your own interest area other than the required readings. You should start exploring and reading on the area of your interest from the beginning of the semester so that you can form your research paper idea around week 4. Be aware of timeline of the research paper Your presentation and discussion leadership needs preparation – this is your rehearsal for professional meeting presentations.
HOW TO BECOME SUCCESSFUL IN THIS CLASS	<ol style="list-style-type: none"> Be prepared and actively participate in class discussions and activities. Make sure you carefully read and understand the syllabus. You need to understand what the expectations are. Be mindful of due dates.

Course Requirements and Evaluation

In-class Discussion

1. **15-min presentation:** All students will prepare a 15-20 minute presentation that will address a critical discussion point or two. Students will reflect on the assigned readings and find a single (or two) most compelling discussion point(s) from the readings of each week. The presentation is a form of convincing argument of a student with logic and evidence.
2. **Discussion Leadership:** Each student is required to serve as discussion leader for several assigned articles in addition to participating in the discussion of all the materials.
 - a. In order to be the discussion leader you need to do the following before the class period during which your assigned readings will be discussed. (1) Read and reread the articles. (2) Prepare a **brief** presentation (30 minutes or so) that summarizes the main points of the assigned articles. (3) Introduce **an additional article** that you found in relation to the other articles in detail. (4) Make certain that there is agreement on what the article means (appropriate interpretation). (5) Lead a discussion on the articles.
 - b. To lead a discussion you will (1) first present your summary, (2) additional article in relation to the assigned readings, (3) let other students to present their discussion points/arguments and open discussions (i.e., 15-min presentations), (4) wrap up the discussion with your own discussion questions (1-2 additional questions). Make certain to think about associations among the readings before you present.
 - c. Be creative!! You will be graded on (1) your ability to stimulate a course-relevant discussion, (2) the accuracy of your analysis (main points), (3) depth of your analysis. The purpose of this activity is to develop skills in presenting and leading discussions and to contribute to the learning process (group knowledge) of the class. You will be graded on how well you are prepared and are able to stimulate relevant discussion.
3. **Discussion Participation:** Class participation is essential to your learning experiences in this class. In a graduate seminar, students discuss, ask questions of each other, debate issues, critique readings, and seek opinions. Students are expected to be present and on time for class, to prepare readings and any assignments prior to class, and to contribute to the discussion on the course materials in a **meaningful way** during each class period. To participate in discussion and written assignments, it is necessary for required readings to be completed prior to class.
4. **Position Paper:** Each student is required to prepare integration/critique papers based on the readings assigned for designated week (maximum two pages single spaced). See the schedule for when these papers are assigned. The position paper can present your understanding of the required readings by integrating and/or critiquing them.
 - a. **Integration** must present associations among the required readings for that week. Examples of such integration include: presenting associations that result in proposed hypotheses/research questions for future research, combining articles coherently in a literature review (such as contrast/comparison), presenting information that results in practical implications that would arise from considering the articles as a whole, or suggesting an overarching theoretical framework/model that explains or combines the articles. Other ways of integrating the information are encouraged. Be sure to clearly explain the basis for your integration and association of ideas.
 - b. **Critique** must address key strengths and weaknesses of the assigned articles for that week and discuss how the study can be improved. Examples of critique papers include the following: discussing theoretical and methodological flaws that threaten internal validity of the study, suggesting an alternative explanation of the results, providing a research design that overcomes the addressed threat, identifying critical contribution of the study, presenting the connection among the articles in a way to improve the quality of studies. Your own research idea following the critiques that complement the critiqued studies are strongly encouraged.
 - c. The purpose of the written assignment is to help you develop skills in **analyzing, critiquing, synthesizing, and summarizing research**. The written evaluation should be prepared for a reader who has read the original articles. Therefore, the paper is NOT simply a summary, but rather goes beyond the original articles to provide additional insight. The summary of the articles will be provided by the discussion leader. Primary evaluation criteria for these weekly papers are (1) depth of the evaluation, (2) completeness, (3) strength of the logic supporting the integration, (4) creativity, and (5) clarity of presentation. A summary paper is considered below expectation, and will be graded accordingly.
5. **Peer review paper:** Each student is required to provide a review for another student's final research paper. This is equivalent to providing a peer-review for journal submissions. Students will be randomly assigned to one of the research papers.

Research Project

1. **Research Paper:**
 - a. Each student will complete original empirical quantitative social psychological research using a positivistic paradigm (e.g., experimentation, survey methodology, content analysis) related to one of the course topics. The results of this research will be reported in written manuscript form (max = 30 pages, Times New Roman, 12 font) and data will be analyzed quantitatively.
 - b. The manuscript should include theory as well as research findings. It must be typewritten and double-spaced. The manuscript **MUST** present statistical results. If you do not know how to run a statistical analysis I will help you. The purpose of this project is to provide you with a deeper knowledge of a topic of interest and experience in conducting an empirical study. The project will allow you to critically evaluate the research literature to date, locate an appropriate theory to structure your research, collect data, analyze data, and prepare a professional presentation. Research projects must be written according to APA format. Each student will also present the research orally to the class (RESEARCH PRESENTATION).
 - c. Grading criteria for the research paper will be provided separately.



2. Research Presentation:

- Each student will give a 15-20 minute PowerPoint presentation on the research project. The presentation should cover the topic/research question, its justification, the procedures and data collection, findings, and conclusions based on these findings. Presentations will be timed so organizing the information and practicing the presentation will be necessary.
- Grades for presentation will be based on content of presentation (45%), how well content is presented (35%), and quality of visuals (20%).
- Copies of the presentations will be turned in at the time of the presentation.

How you will be graded

Requirements		Pts assigned	Weight	Course grade (%)			
Reading/ Discussion	Written assignments	50	8%	A	94-100	C+	77-79
	Discussion leader	100	17%	A-	90-93	C	74-76
	Discussion participation	150	25%	B+	87-89	C-	70-73
Research project	Research proposal	50	8%	B	83-86	D+	67-69
	Final research paper	150	25%	B-	80-82	D	60-66
	Final presentation	50	8%				
	Peer review paper	50	8%				
Total		600	100%				

Topics, Readings, and Assignments

WK	Date	TOPIC	Assignment
1	01/20 W	Syllabus, Course introduction and overview Course overview, introduction	
2	01/27 W	Current standing of research, Critique practice Shankar, V., Inman, J. J., Mantrala, M., Kelley, E., & Rizley, R. (2011). Innovations in shopper marketing: Current insights and future research issues. <i>Journal of Retailing</i> , 87S, S29-S42. Yadav, M. S., & Pavlou, P. A. (2014). Marketing in computer-mediated environments: Research synthesis and new directions. <i>Journal of Marketing</i> , 78 (January), 20-40. Kim, K., Hayes, J. L., Avant, J. A., & Reid, L. M. (2014). Trends in advertising research: A longitudinal analysis of leading advertising, marketing, and communication journals, 1980 to 2010. <i>Journal of Advertising</i> , 43 (3), 296-316. [In-class] Article Critique Practice	Print and bring 2 copies of the critique paper
3	02/03 W	Technology adoption model Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1989). User acceptance of computer technology: A comparison of two theoretical models. <i>Management Science</i> , 35(8), 982-1003. Karahanna, E., Straub, D. W., & Chervany, N. L. (1999). Information technology adoption across time: A cross-sectional comparison of pre-adoption and post-adoption beliefs. <i>MIS Quarterly</i> , 23(2), 183-213. Venkatesh, V., & Davis, F. D. (2000). A theoretical extension of the technology acceptance model: Four longitudinal field studies. <i>Management Science</i> , 46(2), 186-204. Bagozzi, R. P. (2007). The legacy of the technology acceptance model and a proposal for a paradigm shift. <i>Journal of the Association for Information Systems</i> , 8(4), 244-254.	Prepare 15min response presentation
4	02/10 W	Cost/benefits, economic-utility theories Chatterjee, P., & Rise, R. L. (2012). Do payment mechanisms change the way consumers perceive products? <i>Journal of Consumer Research</i> , 38(6), 1129-1139. Nunes, J. C., Hsee, C. K., & Weber, E. U. (2004). Why are people so prone to steal software? The effect of cost structure on consumer purchase and payment intentions. <i>Journal of Public Policy and Marketing</i> , 23(1), 43-53. Thaler, R. (2008). Mental accounting and consumer choice. <i>Marketing Science</i> , 27(1), 15-25.	Prepare 15min response presentation



5	02/17 W	Time perception, Time value	Monga, A., & Saini, R. (2009). Currency of search: How spending time on search is not the same as spending money. <i>Journal of Retailing</i> , 85(3), 245-257. Kleijnen, M., de Ruyter, K., Wetzels, M. (2007). An assessment of value creation in mobile service delivery and the moderating role of time consciousness. <i>Journal of Retailing</i> , 83, 33-46. Okada, E. M. (2005). Justification effects on consumer choice of hedonic and utilitarian goods. <i>Journal of Marketing Research</i> , 42(February), 43-53.	Prepare 15min response presentation
6	02/24 W	Research project idea meeting	Bring a research idea with a short review of literature, hypotheses Individual meeting	
7	03/03 W	Fluency theory, cognitive styles	Alter, A. L., & Oppenheimer, D. M. (2009). Uniting the tribes of fluency to form a metacognitive nation. <i>Personality and Social Psychology Review</i> , 13, 219-235. Berger, J., & Fitzsimons, G. (2008). Dogs on the street, Pumas on your feet: How cues in the environment influence product evaluation and choice. <i>Journal of Marketing Research</i> , 45(1), 1-14. Faiola, A. & MacDorman, K. F. (2008). The influence of holistic and analytic cognitive styles on online information design: Toward a communication theory of cultural cognitive design. <i>Information, Communication, & Society</i> , 11(3), 348-374. Kim, M., & Lennon, S. J. (2008). The effects of visual and verbal information on attitudes and purchase intentions in internet shopping. <i>Psychology & Marketing</i> , 25(2), 146-178.	Integration paper Prepare 15min response presentation
8	03/10 W	Research proposal presentation	[documents due] A research proposal draft due to a reviewer by Sunday 11:59pm Reviewer submits the review and the draft to Moodle by Tuesday 11:59pm IRB application for the project by Tuesday 11:59pm [in-class] Students will present their proposal (15-20min) and the reviewers will critique the proposal (10-15min)	Proposal draft + IRB application/a review
9	03/17 W	SPRING BREAK		
10	03/24 W	Online engagement, flow, cognitive absorption + Research proposal	Agarwal, R., & Karahanna, E. (2000). Time flies when you're having fun: Cognitive absorption and beliefs about information technology usage. <i>MIS Quarterly</i> , 24(4), 665-694. Hoffman, D. L., & Novak, T. (2009). Flow online: Lessons learned and future prospects. <i>Journal of Interactive Marketing</i> , 23, 23-34. Mathwick, C., & Rigdon, E. (2004). Play, flow, and the online search experience. <i>Journal of Consumer Research</i> , 31(2), 324-332. [Proposal due] Research proposal due to the first reviewer by Sunday 11:59pm The second review + the proposal due by Wednesday 11:59pm	Prepare 15min response presentation Proposal + review due
11	03/30 W	Emotional and irrational	Holbrook, M. B., & Hirschman, E. C. (1982). The experiential aspects of consumption: Consumer fantasies, feelings, and fun. <i>Journal of Consumer Research</i> , 9, 132-140. Alba, J. W., & Williams, E. F. (2013). Pleasure principles: A review of research on hedonic consumption. <i>Journal of Consumer Psychology</i> , 23(1), 2-18. Chih W-H., Wu, C. H-J., & Li, H-J. (2012). The antecedents of consumer online buying impulsiveness on a travel website: Individual internal factor perspectives. <i>Journal of Travel & Tourism Marketing</i> , 29(5), 430-443. Pham, M. T., Lee, L., & Stephen, A. T. (2012). Feeling the future: The emotional oracle effect. <i>Journal of Consumer Research</i> , 39(3), 461-477.	Prepare 15min response presentation



12	04/06	W	Negative affect and consumption	<p>Baek, T. H., & Morimoto, M. (2012). Stay away from me: Examining the determinants of consumer avoidance of personalized advertising. <i>Journal of Advertising</i>, 41(1), 59-76.</p> <p>Dahl, D. W., Manchanda, R. V., & Argo, J. J. (2001). Embarrassment in consumer purchase: The roles of social presence and purchase familiarity. <i>Journal of Consumer Research</i>, 28, 473-481.</p> <p>Garg, N., & Lerner, J. S. (2013). Sadness and consumption. <i>Journal of Consumer Psychology</i>, 23(1), 106-113.</p> <p>Young, M. J., Tiedens, L. Z., Jung, H., & Tsai, M-H. (2011). Mad enough to see the other side: Anger and the search for disconfirming information. <i>Cognition and Emotion</i>, 25(1), 10-21.</p>	<p>Integration paper</p> <p>Prepare 15min response presentation</p>
13	04/13	W	Consumer generated content, Co-creation, social media	<p>Huang, J., Su, S., Zhou, L., & Liu, X. (2013). Attitude toward the viral ad: Expanding traditional advertising models to interactive advertising. <i>Journal of Interactive Marketing</i>, 27, 36-46.</p> <p>Naylor, R. W., Lamberton, C. P., & West, P. M. (2012). Beyond the "Like" button: the impact of mere virtual presence on brand evaluations and purchase intentions in social media settings. <i>Journal of Marketing</i>, 76(6), 105-120.</p> <p>Sridhar, S., & Srinivasan, R. (2012). Social influence effects in online product ratings. <i>Journal of Marketing</i>, 76, 70-88.</p> <p>Troye, S. V., Supphellen, M. (2012). Consumer participation in coproduction: 'I made it myself' effects on consumers' sensory perceptions and evaluations of outcome and input product. <i>Journal of Marketing</i>, 76(2), 33-46.</p>	<p>Prepare 15min response presentation</p>
14	04/20	W	Online retailing issues	<p>Ho, S. Y., Bodoff, D., & Tam, K. Y. (2011). Timing of adaptive web personalization and its effects on online consumer behavior. <i>Information Systems Research</i>, 22(3), 660-679.</p> <p>Koukova, N. T., Srivastava, J. & Steul-Fischer, M. (2012). The effect of shipping fee structure on consumers' online evaluations and choice. <i>Journal of the Academy of Marketing Science</i>, 40, 759-770.</p> <p>McCabe, D. B., & Nowlis, S. M. (2003). The effect of examining actual products or product descriptions on consumer preference. <i>Journal of Consumer Psychology</i>, 13(4), 431-439.</p> <p>Benedicktus, R. L., Brady, M. K., Darke, P. R., & Vookhees, C. M. (2010). Conveying trustworthiness to online consumers: Reactions to consensus, physical store presence, brand familiarity, and generalized suspicion. <i>Journal of Retailing</i>, 86(4), 322-335.</p>	<p>Critique paper</p> <p>Prepare 15min response presentation</p>
15	04/27	W	Multichannel issues	<p>Keller, K. L. (2010). Brand equity management in a multichannel, multimedia retail environment. <i>Journal of Interactive Marketing</i>, 24(2), 58-70.</p> <p>Pauwels, K., Leeflang, P. S. H., Teerling, M. L., & Huizingh, K. R. E. (2011). Does online information drive offline revenues? Only for specific products and consumer segments. <i>Journal of Retailing</i>, 87(1), 1-17.</p> <p>Ofek, E., Katona, Z., & Sarvary, M. (2011). "Brick and clicks": The impact of product returns on the strategies of multichannel retailers. <i>Marketing Science</i>, 30(1), 42-60.</p> <p>Rapp, A., Baker, T. L., Bachrach, D. G., Ogilvie, J., & Beitelspacher, L. S. (2015). Perceived customer shorooming behavior and the effect on retail salesperson self-efficacy and performance. <i>Journal of Retailing</i>, 91 (2), 358-369.</p> <p>Stien, A., & Ranaseshanm B. (2016). Towards the identification of customer experience touch point elements. <i>Journal of Retailing and Consumer Services</i>, 30, 8-19.</p>	<p>Prepare 15min response presentation</p>
16	05/04	W	Research project presentation	<p>Final paper due by Sunday 11:59pm</p> <p>Presentation file due by Wednesday 8:30am</p> <p>Your review due by Friday 11:59pm</p>	<p>Final paper + Presentation file + Paper review</p>
Final	05/12	R	Final Day		
			The final draft of the paper due		

*The schedule is subject to change. Please check the course website to make sure you have the most updated schedule.

