



Course Outline

Course Code	RSM353H1F
Course Name	Consumer Behaviour
Term, Year	Fall 2025
Course Meets	L0201: Thursday / 1:00-3:00 pm L0301: Thursday / 3:00-5:00 pm
Web page URL	https://q.utoronto.ca

Course Instructor

Name	Email	Office Hours
Scott Hawkins	scott.hawkins@rotman.utoronto.ca	Wednesday 3:00-5:00 pm (in-person or online) or by appointment (online)

Course Mission and Scope

The design of effective marketing strategies requires an understanding of consumer needs and desires, company strengths and weaknesses, and competitive threats and opportunities. Successful managers can design and deliver unique consumer value in ways that efficiently utilize the company's resources. This course focuses on the analysis of consumer thoughts, feelings, and behaviours by providing a detailed account of the theory of consumer behaviour. We will examine the cultural, social, personal, and psychological aspects of the marketing environment and explore the nature of these influences on the buying behaviour of individuals and groups. The course will cover the psychological underpinnings of consumers' motivation, learning, memory, attitudes, persuasion, decision-making, and shopping experiences and help students make more insightful and effective marketing decisions, both as managers and as consumers. Research from marketing will be supplemented with material from social and cognitive psychology, sociology, and economics.

A complete understanding of consumer behaviour requires a combination of analytic skills in market research and discipline-based skills in consumer analysis. To facilitate the development of these skills, the course will include a balanced mix of lectures and discussions, supported by a curated set of readings. The weekly lectures will highlight, clarify, or expand on selected theories about consumers and suggest relevant implications and applications for marketing strategies. Weekly discussion of lecture topics will help students deepen understanding of concepts and applications, highlight different perspectives and experiences, and explore connections with related concepts or problems. The assigned readings from the required textbook provide systematic coverage of many of the topics covered in the course, and the assigned electronic readings will offer additional analysis and illustrations for many of these topics.

Course Learning Outcomes

- To develop an understanding of the recent conceptual, empirical, and methodological developments in research on consumer behaviour.
- To develop an understanding of the role of cultural and social forces in shaping consumer behaviour.
- To develop an understanding of individual differences among consumers and how these differences can influence behaviour.
- To develop an understanding of the role of motivation, involvement, and emotion in determining consumer behaviour.
- To develop an understanding of the ways that consumers learn, perceive, and remember marketing information and experiences.
- To develop an understanding of the ways that marketers can use attitudes and persuasion to influence consumer behaviour.
- To develop an understanding of consumer decision making and the ways in which shopping and product-use experiences can influence consumer satisfaction.
- To develop a coherent framework for understanding, predicting, and influencing consumer reactions to marketing strategies.
- To develop experience in applying behavioural principles, findings, and methods to the analysis of marketing problems and the design of marketing strategies.
- To refine analytical and decision-making skills and the ability to express relevant facts, theories, insights, and conclusions orally and in writing.

Course Prerequisites

RSM250H1 and completion of Guaranteed Admission Requirements

Course Materials

Required Readings

Please note that ***it is essential for you to obtain and read the Required Readings*** because they will be essential resources for learning the course material, contributing to the weekly discussions, and completing the [Analysis and Application Papers](#). Daily reading assignments are listed in the [Class Schedule](#).

The required e-text for the course is *Consumer Behaviour: Buying, Having, and Being, Ninth Canadian Edition*, (2024; Toronto, Ontario: Pearson) by Michael R. Solomon, Kelly J. Main, Katherine White, Darren W. Dahl, & Bonnie Simpson. This e-text may be rented from [Pearson Canada](#).

Additional required readings are available at the Harvard Business School Publishing website (see [Electronic Course Materials](#) below), which will allow you to purchase and access the files electronically. The readings that you will need to purchase from the HBS website are marked in the [Class Schedule](#) with an **HBS** superscript (article citation^{HBS}).

All other required readings are available electronically through the [University of Toronto Libraries](#). You can view and/or print these articles online by clicking on the article titles, which are provided in the folders for the specific class sessions on the portal (see [Electronic Course Materials](#) below).

Electronic Course Materials

The required electronic course material can be purchased by accessing the [Harvard Business School Publishing website](#). You should access this site *immediately* to purchase the Harvard readings for the course. Once you provide your contact information and pay the fee indicated, you will be able to view, download, and print that material from the Harvard website. This material will cost approximately \$51.00. The use of these materials complies with all University of Toronto policies that govern fees for course materials.

Additional course resources including announcements, required readings from the U of T library, lecture slides, and links to relevant websites and videos are available on the [Quercus Portal](#). You must log in to this website using your UTORid and password before the first class and regularly during the course to access the required course material. Once you have logged in, you will see the Dashboard, which shows all courses in which you are presently enrolled. If you don't see this course listed but you are properly registered for the course in [ACORN](#), wait 48 hours. If the course still does not appear, please notify the instructor. You may also explore the [Student Quercus Guide](#).

It is expected that students in the classroom will use technology responsibly, with consideration for their fellow students and other members of the University community. Students are encouraged to use mobile devices for note taking, in-class activities, and course-related portal and web access. Mobile devices are not to be used for email, instant messaging, personal web browsing, or any other activity that is disruptive to other students, the instructor, or the classroom environment.

Evaluation and Grades

Grades are a measure of the knowledge and skills developed by a student in the course. Each student will receive a grade on their mastery of the course materials, skills, and learning objectives of the course. All assignments in this course must be completed individually. Each assignment for this course will be given a numerical score based on the University of Toronto's [University Assessment and Grading Practices Policy](#). The final grade for the course will be computed by multiplying the numeric mark on each assignment by the corresponding weight for that assignment.

Course Component	Due Date	Weight
Class Participation	Ongoing	20%
First Paper	October 2	22%
Second Paper	November 6	25%
Third Paper	November 27	30%
Research Requirement	December xx	3%
Total		100%

Class Participation

Thoughtful questions, rigorous analysis, strong oral presentation skills, and the ability to critically evaluate alternative perspectives are important skills for any successful manager. This course will focus on developing a coherent, rigorous, and practical understanding of the behaviour of consumers in a range of marketing contexts by encouraging active participation in the weekly class discussions.

Participation grades will be assigned based on each student's comments during each session. *To benefit from the course material, you must read and analyze the assigned readings before each class session.* Topics from the assigned textbook chapters and articles will be the focus of discussion each week. Thorough preparation before each session will help you to consistently offer higher-quality comments during the class discussions. It is important to understand that the class participation grade is intended not just to provide me with information about your preparation and understanding of the assigned material and your persuasive abilities, but to provide you with an incentive to get involved in discussions and share your unique perspective.

You are encouraged to regularly contribute relevant facts, questions, interpretations, examples, terminology, frameworks, professional experiences, and alternative points of view during the class discussions. You are strongly encouraged to draw on relevant concepts, theories, and analytic methods from your assigned readings and other marketing courses when participating.

Your participation will be assessed on a scale from 0 to 4 following each class session based on the following considerations:

- *Does the student arrive promptly for class and participate in discussions?*
- *Is the student prepared to discuss and demonstrate a mastery of consumer concepts, theories, and analytical tools covered in the assigned reading material?*
- *Does the student contribute relevant and recognized consumer behaviour examples based on professional and personal experiences? Is the student able to creatively apply consumer concepts, theories, and analytical tools to offer insights into real marketing problems?*
- *Does the student listen to other comments and avoid repetition of previous contributions? Is the student able to understand, elaborate, and evaluate comments from other participants?*
- *Do the questions and comments move the discussion forward and contribute to a productive learning environment? Do they promote further useful discussions?*
- *Is the student able to communicate effectively? Are comments presented in a clear, concise, and compelling manner?*
- *Does the student show respect for other speakers and their points of view?*

Keep in mind that the participation grade is not simply a function of the quantity of participation, but also of the quality of participation.

You are required to place a visible name card on your desk during each class session. You must notify me by email if you plan to use a name in class (e.g., on your name card) that is different from the name you have on file with the registrar (see [ACORN](#)). Failure to comply with these requirements will adversely affect your participation grade.

Frequent absences or a consistent failure to participate in discussions could result in an FZ (failing grade) for class participation. While attendance is necessary to participate in class discussions, attendance on its own will not contribute to the participation grade. Students must make meaningful contributions to discussions to earn participation credit.

You should use these classroom discussions as an opportunity to develop the oral communication and persuasion skills that are essential in most management careers. It is my responsibility to encourage and enforce a respectful environment in the classroom, and you should feel at ease when asking questions or contributing ideas during discussions. Likewise, you should respect the views expressed by your colleagues by offering your complete attention and constructive contributions. Please contact me if you have any concerns about the classroom learning environment.

Rotman Commerce Attendance Policy

Rotman Commerce students are expected to make every effort to attend each class. Infrequently, students may miss term work, e.g., quizzes, assignments, etc., due to unplanned and extenuating circumstances and must follow the Request for Special Consideration process as outlined in their course outlines. However, Rotman Commerce will not approve any Request for Special Consideration for participation marks for missed classes. Any such request will be denied.

Analysis and Application Papers

During the semester, you will be required to submit **three** Analysis and Application Papers to demonstrate that you understand the material being covered in the assigned readings, lectures, and discussions and that you are able to use those concepts, frameworks, and theories to analyze challenging marketing problems and identify effective marketing strategies. While each assignment will provide a specific grading rubric, all papers will be evaluated based on the ability to identify, explain, synthesize, and rigorously apply the material learned from the readings and class sessions.

Each paper topic will be distributed on the [Quercus Portal](#) two or three weeks before the paper is due (see the [Class Schedule](#) below for the dates that the assignment instructions will be posted and for the due dates for those assignments).

Please observe the following administrative guidelines for the Analysis and Application Papers:

- There will be a different page limit for each of the Analysis and Application Papers (between 6 and 10 pages), and these limits will be noted in the instructions for each paper. The page limits will be strictly enforced, and you will be penalized 10% for submitting text beyond the stated page limit.
- You should use a 10-point font with 1-inch margins on all sides of the paper. Please double-space the text and number the pages.

- The text of the analysis should be in prose form, and bullet points and outlines should be used sparingly.
- Your papers should provide reference lists for any sources that you use in your analyses (APA style is preferred for references). The reference list can be placed at the end of the document and will not count toward the page limit for the assignment.
- All analysis and writing must be your own (see [Academic Integrity](#) below).
- Put your University of Toronto student ID number on the front page of all assignments. Do not put your name on the written assignments.

The Analysis and Application Papers are also intended to help you develop your written communication skills. How well you communicate your ideas in writing will be considered in the evaluation of the assignments. In your written assignments, you should aim for clarity, strong organization, concision, professionalism, and correct grammar.

Support is available through the RC Centre for Professional Skills (CPS) for students who would like help or feedback on their writing or speaking (e.g., participation). CPS offers both individual and group appointments with trained writing instructors and presentation coaches who are familiar with the RC program and common types of business assignments. You can also access your college Writing Centre for help with written assignments.

You can book an [appointment with a writing or presentation coach](#) through the RC Centre for Professional Skills Writing Centre. For more information about writing centres, student supports, and study resources, see the [Writing and Presentation Coaching academic support page](#).

Missed or Late Assignments

The Analysis and Application Papers must be submitted before the deadlines for each assignment (see [Class Schedule](#)). Students who miss an assignment deadline for reasons entirely beyond their control (e.g. illness) may request special consideration **within 2 business days** of the missed assignment due date. In such cases, students must:

1. Complete the Request for Special Consideration form:
<https://uoft.me/RSMConsideration>
2. Provide documentation to support the request (e.g., Absence Declaration from [ACORN](#), medical note, etc.)
3. Notify the instructor that the assignment deadline was missed and that a Request for Special Consideration has been or will be submitted.

Please note: As of September 2023, students may use the Absence Declaration on ACORN ***one time per term*** to report an absence and request consideration. **Any subsequent absence will require a [Verification of Illness form](#) or other similar relevant documentation.**

If a request for special consideration is approved by the Rotman Commerce Program Office, a resolution will be determined by the instructor and may take the form of a later submission date, alternate deliverable, re-weighted course grade calculation, make-up assignment, or other solution deemed appropriate.

If a request for special consideration is not approved, the student will normally be penalized by 10% if the assignment is not received on the specified date, at the specified time. A further penalty of 5% will be applied for each subsequent day.

If a request for special consideration is not submitted within 2 business days, the student may receive a grade of 0 (zero) on the missed course deliverable.

Research Requirement

Marketing and Organizational Behaviour researchers run experimental studies to test theories about human behaviour. The research requirement in this course is intended to supplement the material on marketing and organizational behaviour by giving you direct exposure to research in these fields. You may fulfill this requirement by:

1. Participation in three hours (credits) of research studies, *or*
2. Analysis of three articles that report research studies, *or*
3. A combination of research studies and article analyses

This research requirement is **not** an extra credit assignment. Credit-hours of participation translate into real point (percentage) values. Each credit-hour may be comprised of a single 1-credit study, two 0.5-credit studies, or an article analysis that you complete (see Student Research Participation Guide on the [Quercus Portal](#)). You will receive one point (1%) towards your course grade for each credit-hour you complete, up to a maximum of three points (3%) for this course.

Using Sona: Pre-registered Account and Course Registration. To participate in a research study, you will need to sign into our Rotman Behavioural Research Lab (BRL) research participation website (Sona): <https://rotman.sona-systems.com/>. Please add both the Sona Admin, rotman-admin@sona-systems.net, and Behavioural Research Lab, Behavioural.Lab@rotman.utoronto.ca, email addresses, to the contact list of the email account linked to your Sona account. This will ensure that registration and password reset links and important updates regarding your account and the study participation assignment are not mistakenly marked as spam.

Former Participants: If you have an existing BRL credit-pool account on Sona, you can use your previous credentials to log into Sona and immediately begin registering for courses and studies as soon as they are posted.

New Users: If you do not have an existing BRL credit-pool account on Sona, your account has already been created for you by our Lab Manager. This account is linked to your “[Username]@mail.utoronto.ca” email address, and a link to complete the registration has been sent to that address.

Trouble Logging In: If you have overlooked your password registration link, or forgotten details of your log-in information, please use the “**Forgot Password**” feature on the Sona log-in page to have these credentials sent to the email linked to your Sona account (U of T email address for new users).

Please familiarize yourself with the Student Research Participation Guide, which is available on the [Quercus Portal](#). This guide, as well as the FAQ on Sona, covers all the pertinent steps and criteria for registering for studies and completing your participation requirement through either study participation or article analyses. Feel free to email the [Behavioural Lab](#) if you have any questions.

Participation opportunities in research studies for the fall session are anticipated to begin the week of **September xx, 2025**, and the final participation deadline is **December xx, 2025**.

Statement on Equity, Diversity, and Inclusion

The University of Toronto is committed to equity, human rights, and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Commitment to Accessibility

The University of Toronto is committed to accessibility and strives to provide support for, and facilitate the accommodation of, individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please email [Accessibility Services](#) or visit the [Accessibility Services website](#) for more information as soon as possible. Obtaining your accommodation letter may take up to several weeks, so get in touch with them as soon as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

If you're interested in helping make this course more accessible, consider volunteering to be a note taker. Accessibility Services needs dependable volunteer note takers to assist students living with a disability to achieve academic success. All you need to do is attend classes regularly and submit your notes consistently. To learn more about becoming a volunteer, please visit the [Volunteer Note-taking website](#).

Plagiarism Detection

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the [University's Plagiarism Detection Tool FAQ](#) page from Centre for Teaching Support & Innovation.

Your written assignments will be automatically checked by the plagiarism detection tool when you submit them to the appropriate assignment links on the [Quercus Portal](#).

Generative AI / ChatGPT

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing assistants, is prohibited. The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing assistants, for the completion of, or to support the completion of, an assignment, or any other form of academic assessment, may be considered an academic offense in this course (see [Academic Integrity](#) below).

This policy is designed to promote your learning and intellectual development and to help you achieve the course learning outcomes. The ability to understand and apply the course material when facing new marketing challenges will contribute to your success.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarships at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the University of Toronto degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

The University of Toronto's [Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic misconduct, the process for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) medical notes.

All suspected cases of academic dishonesty will be investigated by the following procedures outlined in the [Code of Behaviour on Academic Matters](#). If you have any questions about what is or is not permitted in the

course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other U of T or RC resources such as the RC Centre for Professional Skills, the College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all University of Toronto students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up and properly entered on [ACORN](#). For more information, please visit the [Information Commons Help Desk](#).

Forwarding your @utoronto.ca email to Gmail or other type of email account *is not advisable*. In some cases, messages from @utoronto.ca addresses sent to Gmail accounts are filtered as junk mail, which means that important messages from the course instructor may end up in your spam or junk mail folder.

Recording Lectures

The class sessions in this course, including your participation, will be recorded on video and will be made available to students in the course for remote viewing after each session. Students should note that your voice / image may be recorded during the class. Please speak to the instructor if this is a concern for you.

Lectures, videos, and other course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission and may not do so unless permission is granted. Students who have been previously granted permission to record lectures as an accommodation are excepted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

Do not copy or share any course or student materials or videos without the written permission of the instructor. **It is forbidden for a student to publish an instructor's slides, videos, or other course materials on a website or sell them in any other form.** You may not record any class sessions with your own device(s) unless permission is explicitly granted by the instructor or Accessibility Services. This prohibition includes taking pictures of slides or whiteboards or video/audio recording any discussions.

Regardless of the policies on recording stated above, the instructor may at any time decide to suspend recording the class sessions for any reason, including privacy concerns, intellectual property issues, lack of attendance, or pedagogical preference. Please contact the instructor if you have any questions about the class recordings.

Useful Links

- [Become a volunteer note taker](#)
- [Accessibility Services Note Taking Support](#)
- [Credit / No-Credit in RSM courses](#)

- [Rotman Commerce Academic Support](#)
- [Where to find teaching assistant opportunities](#)

Printed URL links

- ACORN: <http://www.acorn.utoronto.ca/>
- Email Accessibility Services: accessibility.services@utoronto.ca
- Accessibility Services website: <http://studentlife.utoronto.ca/as>
- University's Plagiarism Detection Tool FAQ: <https://uoft.me/pdt-faq>
- The University of Toronto's Code of Behaviour on Academic Matters: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>
- Information Commons Help Desk: <http://help.ic.utoronto.ca/category/3/utmail.html>
- Become a volunteer note taker: <https://studentlife.utoronto.ca/program/volunteer-note-taking/>
- Accessibility Services Note Taking Support: <https://studentlife.utoronto.ca/service/note-taking-support/>
- Credit / No-Credit in RSM courses: <https://rotmancommerce.utoronto.ca/current-students/degree-requirements/credit-no-credit-option/>
- Rotman Commerce Academic Support: <https://rotmancommerce.utoronto.ca/current-students/academic-support/>
- Book an appointment with a writing or presentation coach: <http://uoft.me/writingcentres>
- Writing and Presentation Coaching academic support page: <https://rotmancommerce.utoronto.ca/current-students/academic-support/writing-and-presentation-coaching/>
- Centre for Professional Skills Teamwork Resources page: <https://rotmancommerce.utoronto.ca/teamwork-resources>
- Book an appointment with a Teamwork Mentor: <http://uoft.me/writingcentres>

Class Schedule

You are expected to read the assigned material *before* each class session begins.

<i>Session</i>	<i>Date</i>	<i>Topic and Assignment</i>
1	September 4	Introduction to Consumer Behaviour Solomon, Ch. 1 Martin, "The Age of Customer Capitalism," <i>Harvard Business Review</i> , Jan-Feb 2010, Reprint R1001B ^{HBS} Gladwell, "The Science of Shopping," <i>The New Yorker</i> , 4 Nov 1996 ^{Portal} Soman, Kim, & An, "Consumer Behaviour Online: A Playbook Emerges," <i>Rotman Management</i> , Apr 2018, pp. 37-41, Reprint ROT36 ^{HBS}
2	September 11	Cultural Influences on Consumer Behaviour Solomon, Ch. 13 Hofstede, " Geert Hofstede Introduces Dimensions of Societal Culture ," online video (Youtube) Hofstede Insights, " Country Comparison Tool ," interactive website De Mooij, "Tailoring Your Strategy to Fit the Culture," <i>IESE Insight</i> , 2010, Issue 5, Second Quarter, pp. 23-30, Reprint IIR026 ^{HBS} <i>First paper instructions available after 5:00 pm on Thursday, Sep. 11</i>
3	September 18	Social Influences on Consumer Behaviour Solomon, Ch. 10 Knox et al., "Harnessing the Power of Advocacy Marketing" <i>Boston Consulting Group</i> , Mar 2011 ^{Portal} McKinsey & Company, " What is Influencer Marketing? " Apr 2023 ^{Portal}
4	September 25	Consumer Demographics and Psychographics Solomon, Ch. 6 CB Insights, " What Is Psychographics? Understanding The Tech That Threatens Elections ," <i>Research Briefs</i> , published online 6 May 2020 ^{Portal}

^{HBS} Reading material with this notation can be found in the required course package available from Harvard Business School (see [Electronic Course Materials](#)).

^{Portal} Reading material with this notation can be found by clicking the citation link on the syllabus or on the Portal.

Matz, “What Psychological Targeting Can Do,” *Harvard Business Review*, Feb 2023, Reprint R2302K^{HBS}

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|---|------------|--|
| 5 | October 2 | <p>Consumer Motivation, Involvement, and Emotion
 Solomon, Ch. 4
 Hawkins, “Mini-Lecture: Maslow’s Hierarchy of Needs,” <i>online video</i>
 Hawkins, “Mini-Lecture: McGuire’s Model of Needs,” <i>online video</i>
 Almquist et al., “The Elements of Value: Measuring—and Delivering—What Consumers Really Want,” <i>Harvard Business Review</i>, Sep 2016, Reprint R1609C^{HBS}
 Bain & Co., “The Elements of Value,” <i>interactive website</i>
 First paper must be submitted before 1:00 pm on Thursday, Oct. 2</p> |
| 6 | October 9 | <p>Consumer Learning
 Solomon, Ch. 3 (pp. 56-66)
 Hawkins, “Mini-Lecture Video: Conditioning Theories of Learning,” <i>online video</i>
 Proven Reality, “What Is Gamification in Marketing: Full Guide,” <i>website</i>
 Gamify, Top 7 Gamification in Marketing Examples, <i>online video (Youtube)</i></p> |
| 7 | October 16 | <p>Consumer Perception
 Solomon, Ch. 2
 Simons, “The Monkey Business Illusion,” <i>online video (Youtube)</i>
 Mindshift Digital Marketing, “How to Utilize Sensory Marketing,” <i>online video (Youtube)</i>
 Krishna, “Note on Sensory Marketing: Shaping Consumer Perception and Behavior,” <i>WDI Publishing at the University of Michigan</i>, Reprint W01C76^{HBS}
 Hawkins, “Mini-Lecture Video: Thresholds of Perception,” <i>online video</i>
 Second paper instructions available after 5:00 pm on Thursday, Oct. 16</p> |
| 8 | October 23 | <p>Consumer Knowledge and Memory
 Solomon, Ch. 3 (pp. 67-82)</p> |

^{HBS} Reading material with this notation can be found in the required course package available from Harvard Business School (see [Electronic Course Materials](#)).

Hawkins, "[Mini-Lecture: Multiple Store Theory of Memory](#),"
online video
 Brown, "[Subliminal Advertising \[?\]](#)," *online video (YouTube)*

**October 28 -
November 1**

Fall Reading Week (no classes)

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|-----------|--------------------|---|
| 9 | November 6 | Consumer Attitudes
Solomon, Ch. 7
<i>Second paper must be submitted before 1:00 pm on Thursday, Nov. 6</i>
<i>Third paper instructions available after 5:00 pm on Thursday, Nov. 6</i> |
| 10 | November 13 | Consumer Persuasion
Solomon, Ch. 8
Cialdini & Martin, " Science of Persuasion ," <i>online video (YouTube)</i>
Birkett, " Cialdini's 7th Persuasion Principle: Using Unity in Online Marketing ," CXL, published 7 Sep 2016 ^{Portal} |
| 11 | November 20 | Consumer Decision Making
Solomon, Ch. 9
Ly, Mazar, Zhao, & Soman, "A Practitioner's Guide to Nudging," <i>Rotman Management</i> , Winter 2014, pp. 29-33, Reprint ROT219 ^{HBS} |
| 12 | November 27 | Consumer Shopping Experiences
Solomon, Ch. 11
White, Hardisty, & Habib, "The Elusive Green Consumer," <i>Harvard Business Review</i> , Jul-Aug 2019, Reprint R1904J ^{HBS}
<i>Third paper must be submitted before 1:00 pm on Thursday, Nov. 27</i> |

Please note that the last day you can drop this course without academic penalty is November 11, 2025.