

# Market Psychology

## Syllabus

### Spring 2017

**Credits:** 6.0

**Course information:** PSY 325, PSY 325.1

**Prerequisites:** PSY 122, PSY125

#### Course Description

This course examines how market affects our behavior, attitudes, and even values. The constant exchange is the greatest part of our lives. All of us are the consumers and sellers at the same time. What makes a difference between professionals in marketing and ordinary people? What kind of knowledge do we need to be aware about our decision making? What instruments do we use to influence decisions of others? How do we know that certain exchange is equivalent and fair? When do we feel cheated? And eventually: what are the limits of exchange interpretations and market metaphors? Are our feelings situated beyond the market exchange?

To get better understanding of all these questions we will try to acquire the following skills:

- Understand how different psychological explanations can be used in the marketing
- Get a basic understanding about consumers' decision making
- Analyze marketing strategies in psychological prospective
- Get a basic practical skills in marketing research
- Understand how market shapes our world perception

#### Course Organization

*The course is organized in two major streams: (1) acquiring of theoretical approaches and (2) application of theories to different practices. The work will be conducted within students' study groups. The different groups can be formed for different assignments according your own preferences. The optimal group size is no more than 3 members. The work in pairs is welcomed.*

#### Methods

We are going to employ the following learning methods:

- participating in seminar discussion (listening and talking);
- independent reading
- preparing and conducting group presentations;

#### Seminar Discussion

It is essential that all students complete a homework before class in order to participate fully in seminar discussion. Everyone is expected to take part in class discussions. Your participation in seminars is a crucial part of your own and others' learning, and is an important transferable skill. Seminars require the full participation of all students in order to create effective learning environments.

#### Educational results

Upon completion of the course a student is expected to be capable to:

1. Explain different types of psychological phenomena related to market and consumers' behavior
2. Analyze marketing strategies according different psychological approaches
3. Interpret the effects of different types of advertisement and marketing
4. Provide argumentative justification and critique for use and abuse of psychological phenomena in marketing and ads
5. Prepare marketing strategy for promotion different products and services using various psychological approaches

#### Literature

Del I. Hawkins, Roger J. Best, Kenneth A. Coney, *Consumer Behavior. Implications for Marketing Strategy.* - BPI-Irwin, 1989

Michael R. Solomon, *Consumer Behavior. Buying, Having and Being.* Pearson Education Inc., 2004

*Contemporary Marketing and Consumer Behavior*, ed. by John F. Sherry, Jr.

## *Topics and schedule*

	Topics	Required readings, homework and assignments
<b>Week 1</b>	<b>Introduction to the course. Information processing: perception, attention, understanding</b>	
Jan, 16 <sup>th</sup> -20 <sup>th</sup>	What the Market Psychology is about?  Presentation and class discussion on information processing	Theorists' team prepare a presentation
<b>Week 2</b>	<b>Information processing: perception, attention, understanding. Behaviorism: memory and learning</b>	
Jan, 23 <sup>rd</sup> -27 <sup>th</sup>	Practice on using cognitive psychology approaches in marketing  Presentation and class discussion on memory and learning	Specialists' teams prepare the presentation Theorists' team prepare a presentation
<b>Week 3</b>	<b>Behaviorism: memory and learning. Motivation and personality</b>	
Jan, 30 <sup>th</sup> – Feb, 3 <sup>rd</sup>	Practice on using behaviorists' approaches in marketing  Presentation and class discussion on Psychoanalytical theories (Freud and Lacan)	Specialists' teams prepare the presentation Theorists' team prepare a presentation
<b>Week 4</b>	<b>Motivation and personality</b>	
Feb, 6 <sup>th</sup> -10 <sup>th</sup>	Practice on using classical Psychoanalytical approaches in marketing  Presentation and class discussion on Psychoanalytical theories (K.G. Jung)	Specialists' teams prepare the presentation  Theorists' team prepare a presentation
<b>Week 5</b>	<b>Motivation and personality</b>	
Feb, 13 <sup>th</sup> -17 <sup>th</sup>	Practice on using Jungian approaches in marketing  Presentation and class discussion on Psychoanalytical theories (A. Adler)	Specialists' teams prepare the presentation Theorists' team prepare a presentation
<b>Week 6</b>	<b>Motivation and personality</b>	
Feb, 20 <sup>th</sup> - 24 <sup>th</sup> Thu - 23 <sup>rd</sup> – Day off -	Practice on using Adlerian approaches in marketing  Presentation and class discussion on Gestalt Psychology (K. Levin) – memory, motives, level of achievements	Specialists' teams prepare the presentation Theorists' team prepare a presentation
<b>Week 7</b>	<b>Motivation and personality</b>	
Feb, 27 <sup>th</sup> - March 3 <sup>rd</sup>	Practice on using Levin's findings in marketing  Presentation and class discussion on Gestalt Psychology (K. Levin) – field behavior vs. will behavior	Specialists' teams prepare the presentation Theorists' team prepare a presentation
<b>Week 8</b>	<b>Motivation and personality. Social effects and identities</b>	
March, 6 <sup>th</sup> – 10 <sup>th</sup> We - 8 <sup>th</sup> – day off	Practice on using Levin's findings in marketing  Types of groups and group influence on the behavior	Specialists' teams prepare the presentation Theorists' team prepare a presentation

<b>Week 9</b>	<b>Social effects and identities</b>	
March, 13 <sup>th</sup> -17 <sup>th</sup>	Practice on using group effects and identities in marketing  Role theory	Specialists' teams prepare the presentation Theorists' team prepare a presentation
<b>Week 10</b>	<b>Social effects and identities</b>	
March 27 <sup>th</sup> -31 <sup>st</sup>	Application of Role Theory in marketing practice  Cognitive dissonance approach	Specialists' teams prepare the presentation Theorists' team prepare a presentation
<b>Week 11</b>	<b>Social effects and identities</b>	
April, 3 <sup>rd</sup> -7 <sup>th</sup>	Practice on using cognitive dissonance in marketing  Life style, generations and developmental Psychology	Specialists' teams prepare the presentation Theorists' team prepare a presentation
<b>Week 12</b>	<b>Social effects and identities</b>	
April, 10 <sup>th</sup> -14 <sup>th</sup>	Practice on using age and life style differences in marketing  Cross cultural variation in consumption	Specialists' teams prepare the presentation Theorists' team prepare a presentation
<b>Week 13</b>	<b>Social effects and identities. Attitudes and influencing attitudes</b>	
April, 17 <sup>th</sup> -21 <sup>st</sup>	Practice on using cultural specifics in marketing  Attitudes and behavior	Specialists' teams prepare the presentation Theorists' team prepare a presentation
<b>Week 14</b>	<b>Attitudes and influencing attitudes</b>	
April, 24 <sup>th</sup> -28 <sup>th</sup>	Practice on social advertising  Responsible business and marketing	Specialists' teams prepare the presentation Theorists' team prepare a presentation
<b>Week 15</b>	<b>Attitudes and influencing attitudes</b>	
May, 2 <sup>nd</sup> -4 <sup>th</sup>	Practice on Responsible marketing	Specialists' teams prepare the presentation
<b>Week 16</b>	<b>FINAL EXAM</b>	
	Class discussion	

### Requirements and Evaluation

We will try to make classes interactive and practical for all of us. It will be possible if you come prepared to all classes, lectures and seminars, having read the required material. Productive work will also be possible if you attend classes regularly, come to class on time.

<b>Grading system</b>		<b>Assessment scale</b>		<b>(%)</b>	
Participation in seminar discussions	100	<b>A</b>	91 and above	<b>C+</b>	66-70
Theorists' presentations	100	<b>A-</b>	86-90	<b>C</b>	61-65
Specialists' presentation	100	<b>B+</b>	81-85	<b>C-</b>	56-60
		<b>B</b>	76-80	<b>D</b>	51-55
		<b>B-</b>	71-75	<b>F</b>	50 and less
<b>TOTAL</b>	<b>300 scores</b>				

### **Requirements for Seminar discussion**

A student comes to class prepared and with relevant examples/illustrations concerning the topic. The questions should demonstrate student's critical and analytical skills. A student should actively participate in the discussion. Active participant should be ready to support his/her ideas by evidences. A student should be respectful to the opinions of others.

### **Requirements for Group presentations**

Your presentation must be brief and clear, containing proper references and bibliography. The original ideas for marketing strategies and ads are welcomed. All ideas and suggestions should be carefully justified according different psychological approaches. There are 2 types of presentations for the course: theoretical ones (on psychological phenomena/ approaches) and practical ones (on marketing strategies).

### **Academic Integrity**

According AUCA policy the educational activity is free of fraud and deception. No cheating, plagiarism, fabrication of information and citations is acceptable. The facilitating acts of academic dishonesty by others, submitting work of another person or work previously used without informing the instructor, tampering with the academic work of another student, and lying to the instructor are unallowable. Please refer to the University's Undergraduate Catalog 2008-2010 for additional information on Honor Code, which is also available on AUCA website.

*Anyone found to be academically dishonest is subject to receiving an "F" for the course.*