**Market Psychology**

**Syllabus**

**Spring 2023**

**Credits*:*** 6.0

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

**Prerequisites:** PSY 122, PSY125

**Instructors:**  Professor Nina Bagdasarova, PhD, [bagdasarova\_n@auca.kg](mailto:bagdasarova_n@auca.kg)

**Class meets:** Monday 10:50 -12:05 Room 405

Wednesday Thursday 10:50 -12:05 Room 405

**Office hours:** Wednesday, **14.00-17.00 -** Preferably, by appointment in advance via e-mail or in person

**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?

The goal of this course is aimed at better understanding of Market Psychology including customers’ behavior and psychological instruments of effective marketing with training 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 and provide critical analysis for that

### 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.

**Learning outcomes:**

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

(These outcomes are corresponding to following program objectives: 1.2; 1.3; 2.1; 2.2; 2.3; 3.1; 3.4)

**Resources to Support Student Learning**

Library Help, eReserves and research tools: <https://library.auca.kg/>

Writing Center: <https://warc.auca.kg/>

Academic Advising Office: <https://auca.kg/en/academic_advising/>

Psychological Counseling Services: <https://auca.kg/en/psycons/>

### 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. –Sage Publications Inc., 1995

David Smail, *The Origin of Unhappiness*, Karnac books, London, 2015

George Lakoff, *The Political Mind*, Viking, 2008

***Topics and schedule***

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|  | Topics | Required readings, homework and assignments |
| **Week 1** | **Introduction to the course. Consumers’ decision making** |  |
| Jan,  16th  18th | What the Market Psychology is about? Market and personality  Consumers’ decision making | Smail, Ch. 3  Hawkins Ch. 14 |
| **Week 2** | **Instrumental framework for** |  |
| Jan,  23rd  25th | Class discussion on consumers’ decision making  Narrative and metaphors the instruments in in marketing | George Lakoff, *The Political Mind*, ch.1-3 |
| **Week 3** | **Market and personality. Using perception in marketing** |  |
| Jan,  30th  Feb,  1st | Narrative and metaphors the instruments in marketing. Class discussion  Class discussion on information processing | Lakoff, Ch 2-3  Hawkins, Ch. 8 |
| **Week 4** | **Information processing: perception, attention, understanding. Behaviorism: memory and learning** |  |
| Feb,  6th  8th | Practice on using cognitive psychology approaches in marketing  Class discussion on memory and learning | Specialists’ teams prepare the presentation  Hawkins, Ch. 9 |
| **Week 5** | **Behaviorism: memory and learning. Motivation and personality** |  |
| Feb,  13th  15th | Practice on using behaviorists’ approaches in marketing  Presentation and class discussion on Geshtalt Psychology (K. Levin) – field behavior vs. will behavior *– Lecture* | Specialists’ teams prepare the presentation |
| **Week 6** | **Motivation and personality** |  |
| Feb,  20th  22th | Practice on using Levin’s findings in marketing  *Lecture -* Presentation and class discussion on Psychoanalytical theories (Freud and Lacan) | Specialists’ teams prepare the presentation |
| **Week 6** | **Motivation and personality** |  |
| Feb,  27th  March,  1st | *Practice -* Presentation and class discussion on Psychoanalytical theories (Freud and Lacan)  *Lecture -* Presentation and class discussion on Psychoanalytical theories (K.G. Jung) | Specialists’ teams prepare the presentation |
| **Week 7** | **Motivation and personality** |  |
| March,  6nd  8th | Practice on using Jungian approaches in marketing  *Lecture -* Presentation and class discussion on Psychoanalytical theories (A. Adler) - **Independent work – Day off!!!** | Specialists’ teams prepare the presentation |
| **Week 8** | **Motivation and personality. Social effects and identities** |  |
| March,  13th  15th | Practice on using Adlerian approaches in marketing  Types of groups and group influence on the behavior | Specialists’ teams prepare the presentation  The Chapter 16 on subculture influence(e-course) |
| **Week 9** | **SPRING BREAK** |  |
| **Week 10** | **Social effects and identities** |  |
| March  27th  March  29th | Practice on using group effects and identities in marketing  The role of family and close groups in marketing | Specialists’ teams prepare the presentation  The Chapter 17 on group influence/ family influence(e-course) |
| **Week 11** | **Group effects and identities in marketing** |  |
| April,  3rd  5th | Practice on using group effects and identities in marketing  The role of family and close groups in marketing | Specialists’ teams prepare the presentation  The Chapter 17 on group influence/ family influence(e-course) |
| **Week 12** | **Social effects and identities** |  |
| April,  10th  12th | Application of groups/families approach in marketing practice  Life style, generations and developmental Psychology | Specialists’ teams prepare the presentation  Hawkins, Ch. 11 |
| **Week 13** | **Social effects and identities** |  |
| April,  17th  19nd | Practice on using age and life style differences in marketing s  Cross cultural variation in consumption | Specialists’ teams prepare the presentation  The Chapter 15 on cultural influence(e-course), Hawkins, Cases |
| **Week 14** | **Social effects and identities** |  |
| April,  24th  26th | Practice on using cultural specifics in marketing  Influence attitudes and behavior | Specialists’ teams prepare the presentation  Hawkins, Ch. 12 |
| **Week 15** | **Social effects and identities. Attitudes and influencing attitudes** |  |
| May,  1st  6th | Practice on social advertising. *Practice on* *respect of* *consumers rights*. **Independent work – Day off!!!**  Environmental issues of marketing | Specialists’ teams prepare the presentation  The Chapter 18 on Environmental influence |
| **Week 16** |  |  |
| May,  8th  13th | Practice on Environmental issues of marketing  Class discussion: Responsible business and marketing | Specialists’ teams prepare the presentation |

### 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.

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| **Grading system** |  | **Assessment scale** | | **(%)** | |
| Participation in seminar discussions  Researcers’ presentations  Specialists’ presentation | 100  50  150 | A **A-**  **В+** B **B-** | 91 and above  86-90  81-85  76-80  71-75 | С+C **C-**  D  F | 66-70  61-65  56-60  51-55  50 and less |

TOTAL **300 scores**

Grading Guidelines for Seminar discussion

**‘A’** - A student comes to class with clear stated questions and relevant examples/illustrations concerning the reading. 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.

**‘B’** - Student comes to class with ready questions and examples. The questions should demonstrate student’s critical and analytical skills. However, the questions are not aimed at facilitation of the discussion in the class (they are not very clear) and some of examples are not completely relevant. A student should actively participate in the discussion. He/she expresses interesting ideas but does not always support them by evidence. A student is respectful to the opinions of other people.

**‘C’** - A student comes to class with few ready questions and examples. S/he sometimes enters a discussion. While expressing his/her opinion, he/she does not “stick” to the point. His/her arguments/examples are not always clear and relevant.

**‘D’** - A student comes to class without prepared questions/examples. He/she does not demonstrate interest in the discussion: rarely enters discussion. Alternatively, a student dominates a discussion. He/she does not allow other participants to express their opinion.

**‘F’** - A student comes to class unprepared. S/he does not make an effort to participate in the discussion. Participants who demonstrate rude or disrespectful behavior will be asked to leave the classroom with the “F” grade.

**‘I’** - Incomplete grade is usually assigned because of health issues

**‘W’** - Student may request Withdrawal grade from the course grade to avoid failure or low grade

**‘X’** **-** grade specifically denotes non-attendance;  X grade cannot be requested by students and is only given at the discretion of a faculty member;

# Grading Guidelines for Group presentation

‘**A**’ – Presentation is comprehensive and exceptional quality. It’s well-structured and designed, with creative and convincing arguments, which are supported by clear evidence, and they It’s may or may not provoke a discussion, but a group should be able astutely evaluate counter-arguments.

‘**B**’ – Presentation is thorough and thoughtful, though they lack originality, comprehensiveness or insight. It’s logical and clear, and have well-reasoned arguments and structure.

‘**C**’ – Presentation shows competency of the subject matter, with an adequate structure. It contains some ideas (based on required readings and lecture ideas), which demonstrate analytical skills, though overall they are not well developed.

‘**D**’ – Presentation have evidence of some thought, though they lack analytical structure.

‘**F**’ – Presentation is none of the above

**Note!** If you don’t attend classes for conducting the presentation you should submit a doctor’s confirmation or other evidences explaining your absence otherwise you’ll get ‘F’ for this presentation.

**Note!** It’s to the instructor’s discretion to give grades like A-, B+, B-, etc.

**Final grade is accumulated out of all assignments did during the course: at least 3 presentation during semester and participation in class discussions**

**Academic Appeals about grading** are possible in reasonable circumstances

# Academic Integrity/Cheating policy

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 al9so available on AUCA website.

Anyone found to be academically dishonest is subject to receiving an “F” for the course.