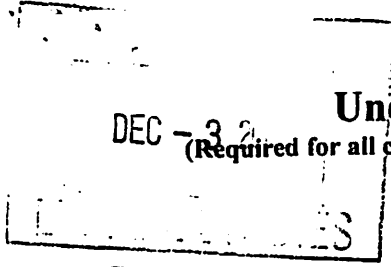


UWVEC Appr 1/18/05  
Senate Info 2/1/05

04-39



### Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours)

#### Existing and Special Topics Course

Course: Consumer Behavior

Instructor of Record: See attached form phone: 724-357-3170 e-mail: garg@iup.edu

**Step One: Department or its Curriculum Committee**

The committee has reviewed the proposal to offer the above course using distance education technology, and responds to the CBA criteria as follows:

- 1. Will an instructor who is qualified in the distance education delivery method as well as the discipline teach the course?  Yes  No
- 2. Will the technology serve as a suitable substitute for the traditional classroom?  Yes  No
- 3. Are there suitable opportunities for interaction between the instructor and student?  Yes  No
- 4. a. Will there be suitable methods used to evaluate student achievement?  Yes  No  
 b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty)  Yes  No

**5. Recommendation:**

Positive (The objectives of the course can be met via distance education.)

Negative

See attached form "Request to Assign Faculty"  
signature of department designee date

If positive recommendation, immediately forward copies of this form and attached materials to the Provost and the Liberal Studies Office for consideration by the University-Wide Undergraduate Curriculum Committee. Dual-level courses also require review by Graduate Committee for graduate-level offering. Send information copies to 1) the college curriculum committee, 2) dean of the college, and 3) Dean of the School of Continuing Education.

**Step Two: UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE**

Positive recommendation

Negative recommendation

Gail Sedquist 1/18/05  
signature of committee chair date

Forward this form to the Provost within 24 calendar days after review by committee.

**Step Three: Provost**

Approved as distance education course

Rejected as distance education course

[Signature] 1/29/05  
signature of Provost date

**Step Four:**

Forward materials to Dean of the School of Continuing Education.

04-39

DEC - 3 2005

# Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours)

## Existing and Special Topics Course

Course: Consumer Behavior

Instructor of Record: See attached form phone: 724-357-3170 e-mail: garg@iup.edu

### Step One: Department or its Curriculum Committee

The committee has reviewed the proposal to offer the above course using distance education technology, and responds to the CBA criteria as follows:

- 1. Will an instructor who is qualified in the distance education delivery method as well as the discipline teach the course?  Yes  No
- 2. Will the technology serve as a suitable substitute for the traditional classroom?  Yes  No
- 3. Are there suitable opportunities for interaction between the instructor and student?  Yes  No
- 4. a. Will there be suitable methods used to evaluate student achievement?  Yes  No  
 b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty)  Yes  No

### 5. Recommendation:

Positive (The objectives of the course can be met via distance education.)

Negative

See attached form "Request to Assign Faculty"  
signature of department designee date

If positive recommendation, immediately forward copies of this form and attached materials to the Provost and the Liberal Studies Office for consideration by the University-Wide Undergraduate Curriculum Committee. Dual-level courses also require review by Graduate Committee for graduate-level offering. Send information copies to 1) the college curriculum committee, 2) dean of the college, and 3) Dean of the School of Continuing Education.

### Step Two: UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE

Positive recommendation

Negative recommendation

Gail Sedquist 1/18/05  
signature of committee chair date

Forward this form to the Provost within 24 calendar days after review by committee.

### Step Three: Provost

Approved as distance education course

Rejected as distance education course

\_\_\_\_\_  
signature of Provost date

### Step Four:

Forward materials to Dean of the School of Continuing Education.

## Request to Assign Faculty Member to Teach a Previously Approved Distance Education Course




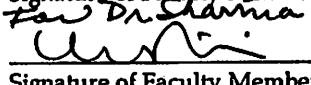
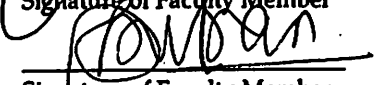
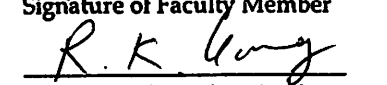
This course has been previously approved by a university-wide curriculum committee and the Provost to be taught via distance education technologies.

Course Number and Title: MKTG 321 Consumer Behavior


**Step One: Department:** Marketing

The department curriculum committee has reviewed the syllabus and representative modules prepared by the faculty members listed below. We verify that the course continues to meet the objectives stated in the original syllabus and the faculty members listed are capable in the discipline as well as distance education teaching. This distance education version of the course may be offered beginning Summer 2005.  
Semester Year

The preparation stipend will be shared by participating faculty members.

	<u>16.67%</u>		<u>16.67%</u>
Signature of Faculty Member	Development %	Signature of Faculty Member	Development %
	<u>16.67%</u>		<u>16.67%</u>
Signature of Faculty Member	Development %	Signature of Faculty Member	Development %
	<u>16.67%</u>	_____	_____
Signature of Faculty Member	Development %	Signature of Faculty Member	Development %
	<u>16.67%</u>	_____	_____
Signature of Faculty Member	Development %	Signature of Faculty Member	Development %

Approved:  30 NOV 04  
Signature of Department Chairperson Date

**Step Two: College Dean**  
Approved:  Dec 1, 04  
Signature of Dean Date

**Step Three:** Submit signed Request, syllabus, and representative modules to Office of Associate Provost, Sutton 209. List the course and faculty member(s) assigned to teach it for the upcoming semester on Banner. Be sure to use 800 series for section number.

**Assignment of Faculty Member(s) to Previously Approved  
Distance Education Course**

**Procedure**

1. This procedure is based upon the assumption that the department owns the course (not the teaching methods) and the upgrade is not at a level that would require an official course revision to be approved by the Senate.
2. The course development stipend may be shared among several faculty members who participated in the original development and the upgrade of the course. The stipend will be apportioned as determined by the faculty members.
3. The faculty members listed on the Request have earned the right to teach the course during the subsequent three years. Only the persons listed on the approved Request will be permitted to teach the distance education version of the course for three years.
4. If, after one or two years, another faculty member(s) is added to the approved group of faculty members, an additional development stipend of \$2,000 is to be shared as determined by the designated faculty members. As a result, a new three-year period begins.

Council of Deans  
October 21, 2004



**Department of Marketing**  
**The Eberly College of Business**  
Indiana University of PA  
402 ECB, Indiana PA 15705  
Phone:(724)-357-3170 Fax: (724)357-6232

---

**TO: Jean Serio**

**FROM: Holly Griffith**

**DATE: November 23, 2004**

**SUBJECT: Signatures on Attached "Request to Assign Faculty Member"**

The signatures on the attached "Request" are the following faculty:

Lisa M. Sciulli  
Charlene Bebko  
Krish Krishnan  
Rajendar Garg  
Madan Batra  
Varinder Sharma

If you have any questions, feel free to contact me.

## **MKTG 321: Consumer Behavior (online)**

### **Question 1:**

**Yes. All faculty regularly teach graduate undergraduate courses in at the Eberly College of Business. With respect to using WebCT, faculty have been using WebCT for their graduate as well as his undergraduate classes. They has received WebCT training and are qualified to teach the course using WebCT.**

### **Question 2:**

**Yes, WebCT has been used in the Department of Marketing to offer several Marketing courses such as Principles of Marketing, International Marketing, Social Cause Marketing and others. We believe the technology is suitable for delivering the content of this course.**

### **Question 3:**

**Yes, we believe that there is suitable opportunity for interaction between the student and instructor. For example, the students will be interacting with the instructors through several iterative writing assignments. Students will also be doing several case studies assignments and using discussion boards/chat sessions to interact with the instructors.**

### **Question 4(a):**

**Yes, students will be evaluated through exams, writing assignments, participation in discussion boards, and chapter quizzes.**

### **Question (b):**

**Yes, we will take several steps to insure academic integrity. First, the course syllabus will inform, remind and warn students about the importance of academic integrity. Second, each students will be get randomized questions from the test bank so no two students will have the exam same exam. Third, we will incorporate several software micros that will prevent students from printing WebCT exams, quizzes or chapter quizzes. Fourth, the assignments and short essay type questions will require critical thinking and the answers to these questions can not be copied from the textbook. Fifth, the instructors will review the log of the material being viewed by students in order to see if the students are doing their work.**

**Syllabus – Distance Education version  
MKTG 321 Consumer Behavior (Online)**

**Professor:** Dr. Rajendar (Raj) K. Garg  
**Office:** 406F, Eberly College of Business  
**Phone:** 357-4547  
**E-Mail:** Garg@IUP. Edu

**Location:** A WebCT based online course  
**Course Title:** MKTG 321 Consumer Behavior section 8B1 (for business majors) 8 NB (for Non-business majors)

**Required Text:** Michael Solomon, Consumer Behavior 6/e, Prentice Hall, 2004, ISBN: 0-13-140406-7

**Catalog Course Description:** A survey of noteworthy contributions of behavioral science and research on consumer purchasing and decision-making process, with particular attention to formal and informal influence patterns.

**Prerequisite:** MKTG 320 and PSYC 101

There will be absolute enforcement of every prerequisite requirement for the course offered by the Eberly College of Business and Information Technology. The Dean's office is responsible for monitoring the course prerequisites. Students who manage to register for a course despite the lacking of appropriate prerequisites will be subject to unilateral withdrawal after the course has commenced. And at that time, no appeal will be accepted and addition of a different class after the official registration period will not be approved.

**Course Objectives:** This course of instruction can best be conceptualized as "Applied Consumer Psychology", and as such will require the student to integrate and apply the theories and concepts gained in General Psychology, as well as other social science courses. The purpose of this integration of applied social science theories is to provide the student with a number of frameworks in order to explain, predict, and influence consumer behavior in the marketplace.

**Course Content:**

The following 17 chapters are going to be covered from the text. It is expected that you would be able to cover at least two chapters per week in the order specified.

**I. CONSUMERS IN THE MARKETPLACE.**

1. Overview of Consumer Behavior – ½ week
2. Consumers Rule. – ½ week

**II. CONSUMERS AS INDIVIDUALS.**

2. Perception. - ½ Week
3. Learning and Memory. - ½ Week
4. Motivation and Values. - ½ Week
5. The Self. - ½ Week
6. Personality and Lifestyles. - 1 Week
7. Attitudes. - 1 Week
8. Attitude Change and Interactive Communications. - 1 Week

### III. CONSUMERS AS DECISION MAKERS.

9. Individual Decision Making. - 1 Week
10. Buying and Disposing. - 1 Week
11. Group Influence and Opinion Leadership.- 1 Week
12. Organizational and Household Decision Making. - 1 Week

### IV. CONSUMERS AND SUBCULTURES.

13. Income and Social Class. - 1 Week
14. Ethnic, Racial, and Religious Subcultures. - ½ week
15. Age Subcultures. - ½ week

### V. CONSUMERS AND CULTURE.

16. Cultural Influences on Consumer Behavior. - ½ week
17. The Creation and Diffusion of Consumer Culture. - ½ Week

Total: 12 Weeks of instruction. 2 Weeks for Exams (6 hours).

### ***Course Method***

The course will cover 17 chapters from the text with the following tasks assigned.

1. Read Chapter text
2. Go through WebCT content materials including case discussion outline and end of chapter resources.
3. Take the Chapter practice quiz.
4. Take the Chapter Quiz. Total of 17 each worth 2% points.
5. Go through “Additional Reading” materials and video cases integrated.
6. Post your comments on the “Discussion Topic” to be discussed during Chat sessions.
7. Take 3 exams: 1<sup>st</sup>, 2<sup>nd</sup> and Final.

### ***Grading Policy:***

Your grades will be based on the following components:

Exam 1	20%
Exam 2	20%



Final Exam	20%
Chapter Quizzes	34%
Assignments	6%

Grading: A = 100-87 B = 77-86 C = 66-76 D = 65-60

***Additional Information:***

1. A "high speed" internet connection with a PC with sound capabilities is recommended. To view video cases studies and power point presentations, it is preferable that you have Microsoft Word, PowerPoint and Windows Media Player software on your PC.
2. WebCT quizzes (both practice and chapter quizzes) are time based with availability limited by dates and timings. No extensions are possible. If you miss any chapter quiz or exam, no make is possible except in the cases of emergency for which documentary proof must be sent.
3. Late submission of assignments will be subject to 10% penalty; assignments not submitted after 10 days of the deadline will be graded as zero.
4. Exam 1, 2 and Final exams will both multiple choice and True/False questions. The exams will be on WebCT and will be limited by time.
5. Assignments will be in the form of case discussions and/or short essay type questions based on your readings.

***References***

1. Title:Simulating Market Dynamics: Interactions between Consumer Psychology and Social Networks.  
Authors:Janssen, Marco A.1 maajanss@indiana.edu  
Jager, Wander2 w.jager@bdk.rug.nl  
Source:Artificial Life; Fall2003, Vol. 9 Issue 4, p343, 14p, 2 diagrams, 7 graphs
2. Title:The exploratory relationship between money attitude and consumer style.  
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Source:Australian Journal of Psychology; 2003 Supplement, Vol. 55, p119, 1/5p
3. Title:Early-Entrant Advantage, Word-of-Mouth Communication, Brand Similarity, and the Consumer Decision-Making Process.  
Authors:Grewal, Rajdeep1  
Cline, Thomas W.2 cline@wpa.net  
Davies, Anthony3  
Source:Journal of Consumer Psychology; 2003, Vol. 13 Issue 3, p187, 11p

4. Title:Applying the Consumer Dececision Model to Enforce Minimum Age Tobacco Purchasing Laws  
Authors:McCall, Michael  
Eckrich, Donald W.  
Libby, Patricia  
Garman, Katherine  
Source:Social Behavior & Personality: An International Journal; 2003, Vol. 31 Issue 2, p121, 8p
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Lan Xia  
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6. Title:Promoting Consumer Adoption of High-Technology Products: Is More Information Always Better?  
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McDonald, Steve2  
Silagy, Chris A3  
Anderson, Jeremy N4  
Hiller, Janet E5  
Sansom, Lloyd N6  
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Authors:Nowlis, Stephen M.1 stephen.nowlis@asu.edu  
Simonson, Itamar2  
Source:Journal of Consumer Psychology; 2000, Vol. 9 Issue 1, p1, 16p, 8 charts
10. Title:Dialectical Thinking in Consumer Decision Making.  
Authors:Kahle, Lynn R.1 Lkahle@Oregon.Uoregon.edu  
Liu, Raymond R.2

Rose, Gregory M.<sup>3</sup>

Woo-Sung Kim<sup>1</sup>

Source:Journal of Consumer Psychology; 2000, Vol. 9 Issue 1, p53, 6p

11. Title:Introduction to the Special Issue on Ethical Trade-Offs in Consumer Decision Making.  
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Source:Journal of Consumer Psychology; 1999, Vol. 8 Issue 3, p211, 3p
12. Title:Decision-making styles of young-adult Chinese consumers: An international comparison.  
Authors:Fan, Jessie X.  
Xiao, Jing J.  
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Authors:Carsky, Mary L.  
Dickinson, Roger  
Source:Journal of Consumer Affairs; Winter95, Vol. 29 Issue 2, p442, 18p, 1 diagram
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Authors:Raju, P. S.<sup>1</sup>  
Lonial, Subhash C.<sup>1</sup>  
Mangold, W. Glynn<sup>2</sup>  
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18. Title:Types and Amounts of Information Used By Efficient Consumers.  
Authors:Sproles, George B.  
Geistfeld, Loren V.  
Badenhop, Suanne B.  
Source:Journal of Consumer Affairs; Summer80, Vol. 14 Issue 1, p37, 12p, 7 charts

19. Title:Informational Inputs as Influences on Efficient Consumer Decision-Making.  
Authors:Sproles, George B.  
Geistfeld, Loren V.  
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Source:Journal of Consumer Affairs; Summer78, Vol. 12 Issue 1, p88, 16p
  
20. Title:Quality and Price Considerations in Rational Consumer Decision Making.  
Authors:Friedman, Monroe Peter  
Source:Journal of Consumer Affairs; Summer67, Vol. 1 Issue 1, p13, 11p, 2 charts

**Syllabus of Record**  
**MKTG 321 Consumer Behavior (Traditional)**

**Professor:** Dr. Rajendar (Raj) K. Garg  
**Office:** 406F, Eberly College of Business  
**Phone:** 357-4547  
**E-Mail:** Garg@IUP. Edu  
**Office Hrs:**

**Required Text:** Michael Solomon, Consumer Behavior 6/e, Prentice Hall, 2004, ISBN: 0-13-140406-7

**Catalog Course Description:** A survey of noteworthy contributions of behavioral science and research on consumer purchasing and decision-making process, with particular attention to formal and informal influence patterns.

**Prerequisite:** MKTG 320 and PSYC 101

There will be absolute enforcement of every prerequisite requirement for the course offered by the Eberly College of Business and Information Technology. The Dean's office is responsible for monitoring the course prerequisites. Students who manage to register for a course despite the lacking of appropriate prerequisites will be subject to unilateral withdrawal after the course has commenced. And at that time, no appeal will be accepted and addition of a different class after the official registration period will not be approved.

**Course Objectives:** This course of instruction can best be conceptualized as "Applied Consumer Psychology", and as such will require the student to integrate and apply the theories and concepts gained in General Psychology, as well as other social science courses. The purpose of this integration of applied social science theories is to provide the student with a number of frameworks in order to explain, predict, and influence consumer behavior in the marketplace.

**Course Content:**

The following 17 chapters are going to be covered from the text. It is expected that you would be able to cover at least two chapters per week in the order specified.

**I. CONSUMERS IN THE MARKETPLACE.**

1. Overview of Consumer Behavior – ½ week
2. Consumers Rule. – ½ week

## II. CONSUMERS AS INDIVIDUALS.

2. Perception. - ½ Week
3. Learning and Memory. - ½ Week
4. Motivation and Values. - ½ Week
5. The Self. - ½ Week
6. Personality and Lifestyles. - 1 Week
7. Attitudes. - 1 Week
8. Attitude Change and Interactive Communications. - 1 Week

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10. Buying and Disposing. - 1 Week
11. Group Influence and Opinion Leadership.- 1 Week
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## IV. CONSUMERS AND SUBCULTURES.

13. Income and Social Class. - 1 Week
14. Ethnic, Racial, and Religious Subcultures. - ½ week
15. Age Subcultures. - ½ week

## V. CONSUMERS AND CULTURE.

16. Cultural Influences on Consumer Behavior. - ½ week
17. The Creation and Diffusion of Consumer Culture. - ½ Week

Total: 12 Weeks of instruction. 2 Weeks for Exams (6 hours).

### ***Course Method***

The course will feature lectures/discussions and audio-video materials. Guest lectures may be used as well

### ***Grading Policy:***

Your grades will be based on the following components:

Exam 1	20%
Exam 2	20%
Final Exam	20%
Chapter Quizzes	34%
Assignments	6%

Grading: A =90-100 B= 80-90 C=70-80 D=60-70 F= Below 60

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1. Title:Simulating Market Dynamics: Interactions between Consumer Psychology and Social Networks.  
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Authors:Friedman, Monroe Peter  
Source:Journal of Consumer Affairs; Summer67, Vol. 1 Issue 1, p13, 11p, 2 charts



## **MKTG 321 Consumer Behavior**

1. Welcome to MKTG321 Consumer Behavior Online Course.
2. All menu items in the course is available through the "course menu" (top left of your screen)
3. Please start with the syllabus and review the grading system
4. Calendar has the deadlines for course submissions for every week.
5. All quizzes/assignments/tests/discussions **MUST** be completed before the specified deadline; non-submission will result in zero score for the assignment.
6. Please post any questions or problems about the course in the discussion topic "about course"; if you have a personal question use the WebCT email.

[myWebCT](#) [Resume Course](#) [Course Map](#) [Check Browser](#) [Log Out](#) [Help](#)

---

**MKTG321 Consumer Behavior**

 **View**  **Designer Options** 


[Homepage](#) > **[Content Module](#)**

## **Table of Contents**

### **▼ 1. Intro to Consumer Behavior - Overview of this course**

- 1.1. Overview of Consumer Behavior Topics
- 1.2. Active Exercise: VALS Website Exploration
- 1.3. Additional Reading: The Frontiers of Psychographics
- 1.4. Video Case - Zoots

 1 Available     0 Due soon

Display:  

November 22, 2004 3:35pm

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 **Overview Session Quiz**

Availability: November 18, 2004 6:10pm - October 18, 2005 12:00am

Duration: 25 minutes     Grade: --- / 100

Attempts: 0 completed, 2 remaining

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**Overview Session Quiz**

Name: Rajendar Garg (Preview)

Start time: November 22, 2004 3:35pm

Time allowed: 25 minutes

Number of questions: 25

 **Question 1** (4 points)What is not a universal Harley appeal?

- a. baddest guy on the block
- b. power
- c. freedom
- d. dependence

**Question 2** (4 points)

Although more price-conscious than other segments, \_\_\_\_\_ consumers are also strongly motivated by quality and selection. They place more importance on brand names, are more brand loyal, and do less "shopping around."

- a. African American
- b. mature
- c. Hispanic
- d. Asian

**Question 3** (4 points)What is one way that a social class is not measured?

- a. occupation
- b. education
- c. number of children in the family
- d. income

**Question 4** (4 points)

Each culture contains smaller \_\_\_\_\_, or groups of people with shared value systems based on common life experiences and situations.

- a. alternative evaluations
- b. motives
- c. subcultures
- d. cognitive dissonances

Save answer

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**Question 5** (4 points)

Per capita, \_\_\_\_\_ consumers spend twice as much as \_\_\_\_\_ consumers for online services.

- a. white, Asian
- b. white, black
- c. black, Asian
- d. black, white

Save answer

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**Question 6** (4 points)

People change the goods and services they buy over time because of two important factors. These are \_\_\_\_\_.

- a. perception and personality
- b. groups and learning
- c. age and life-cycle stage.
- d. belief and attitude

Save answer

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**Question 7** (4 points)

Four important subcultures mentioned by the author include all except \_\_\_\_\_.

- a. Hispanics
- b. African Americans
- c. opinion leaders
- d. mature consumers

Save answer

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**Question 8** (4 points)

What is the abbreviation for the name of the trade agreement that reduces trade barriers between the United States, Mexico, and Canada?

- a. AFTNS
- b. NAFTA
- c. NOLLT
- d. NATO

Save answer

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**Question 9** (4 points)

\_\_\_\_\_ is never simple, yet understanding it is the essential task of marketing management.

- a. Consumption pioneer
- b. Early adopter
- c. Brand personality

- d. Consumer buyer behavior

Save answer

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**Question 10** (4 points)

What would not appear on Harley-Davidson's home page?

- a. Owning this makes you a member of the Harley family.
- b. It gives you maximum self-expression in your own space.
- c. Our goal is to run production at a level that everyone who wants a Harley can get one right away.
- d. We sell a dream.

Save answer

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**Question 11** (4 points)

A \_\_\_\_\_ consists of the activities people are expected to perform according to the persons around them.

- a. role
- b. perception
- c. motive
- d. lifestyle

Save answer

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**Question 12** (4 points)

What is one thing that Wal-Mart does not do to cater to the Asian market in one Seattle store?

- a. Wal-Mart stocks videos from Asian artists.
- b. Wal-Mart puts out white bows because Asians think it is a lucky color.
- c. Wal-Mart stocks a large selection of CDs from Asian artists.
- d. Wal-Mart stocks Asian-favored health and beauty products.

Save answer

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**Question 13** (4 points)

A buyer's decisions also are influenced by \_\_\_\_\_ such as the buyer's age and life-cycle stage, occupation, economic situation, lifestyle, and personality and self-concept.

- a. variety-seeking buying behavior
- b. learning
- c. personal characteristics
- d. habitual buying behavior

Save answer

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**Question 14** (4 points)

Sony recently overhauled its marketing approach in order to target products and services to consumers based on their life stages. It created a new unit called the Consumer Segment Division, which has seven life-stage segments. Which of the following is not one of these segments?



- a. gen Y
- b. zoomers
- c. opinion leaders
- d. D.I.N.K.s

Save answer

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**Question 15** (4 points)

Which is not true of mature customers?

- a. High-tech home entertainment products appeal to them.
- b. They are an ideal market for exotic travel.
- c. The best strategy is to appeal to their active, multidimensional lives.
- d. They place more importance on brand names and are more brand loyal.

Save answer

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**Question 16** (4 points)

The \_\_\_\_\_ is the most important consumer buying organization in society. Marketers are interested in the roles and influence of the husband, wife, and children on the purchase of different products and services.

- a. information search
- b. opinion leader
- c. family
- d. social class

Save answer

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**Question 17** (4 points)

\_\_\_\_\_ are people within a reference group who, because of special skills, knowledge, personality, or other characteristics, exert influence on others.

- a. Habitual buyers
- b. Opinion leaders
- c. Charismatic personalities
- d. Perceptionists

Save answer

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**Question 18** (4 points)

\_\_\_\_\_ is the most basic cause of a person's wants and behavior.

- a. Brand personality
- b. Cognitive dissonance
- c. Culture
- d. New product

Save answer

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**Question 19** ⋮ (4 points)

\_\_\_\_\_ consumers tend to buy more branded, higher-quality products. They are very brand loyal, and they favor companies who show special interest in them.

- a. Asian
- b. African American
- c. Hispanic
- d. Mature

**Save answer****Question 20** ⋮ (4 points)

The marketer needs to understand the role played by all of the following except \_\_\_\_\_.

- a. the buyer's culture
- b. the buyer's social class
- c. the weather
- d. the buyer's subculture

**Save answer****Question 21** ⋮ (4 points)

\_\_\_\_\_, the fastest-growing and most affluent U.S. demographic segment, now number more than 10 million.

- a. African Americans
- b. Mature consumers
- c. Asian Americans
- d. Hispanic Americans

**Save answer****Question 22** ⋮ (4 points)

\_\_\_\_\_ are becoming a very attractive market: they are the ideal market for exotic travel, restaurants, high-tech home entertainment products, leisure goods and services, and designer furniture and fashions.

- a. Mature consumers
- b. Asian Americans
- c. African Americans
- d. Hispanic Americans

**Save answer****Question 23** ⋮ (4 points)

\_\_\_\_\_ are society's relatively permanent and ordered divisions whose members share similar values, interests, and behaviors.

- a. Attitudes
- b. Social classes
- c. Perceptions

- d. Purchase decisions

Save answer

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**Question 24** (4 points)

Sears currently markets heavily to the attractive Hispanic segment. What is one thing it does not do?

- a. One of its most successful marketing efforts is its magazine *Nuestra Gente*.
- b. Sears demands that Hispanics must have a Sears credit card.
- c. Last year it spent \$25 million on advertising to them.
- d. Sears' neighborhoods receive regular visits from a Fiesta Mobile, a colorful Winnebago that plays music.

Save answer

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**Question 25** (4 points)

Which is not a part of the buyer's black box?

- a. need recognition
- b. dealer choice
- c. observable buyer responses
- d. product choice

Save answer

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Finish Help

**Subject: Marketing maipulates consumer behavior?**

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**Message no. 1****Author:** Rajendar Garg (MKTG321RG)**Date:** Thursday, November 18, 2004 6:02pm

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Critics of marketing claim that advertising creates unnecessary wants and manipulates consumer behavior.

Take a position:

- (1) Marketing can manipulate consumers into doing things they do not want to do.
  - (2) Marketing can only influence consumers in making choices but not against their core beliefs.
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**Assignments**

1 Available    0 Late    0 Due soon

Display:    Go

November 22, 2004 3:36pm

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**Assignment 1: Observing Consumer Behavior**

Availability: Immediately - November 18, 2005 6:00pm

Grade: -- / 100

Status: Available

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**Assignment: Assignment 1: Observing Consumer Behavior****Assignment Information**

Maximum grade: 100

Due date: November 18, 2005

Instructions: One way to learn about consumer behavior is through observation. Choose a store, restaurant or some other point of purchase. Example, a grocery store. Observe how consumers are making choices. (example, how a customer picks a breakfast cereal). Write a brief report summarizing your observations and inferences. One page maximum. Submit using WebCT assignment submission tool.

Assignment files: None

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**Submit Assignment**

Status: Not submitted

Student files: None

To upload your completed assignment, click **Upload file**.

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After you have uploaded your completed assignment, you must click **Submit assignment**.