

## University of Florida SPORT CONSUMER BEHAVIOR

Instructor: Yonghwan Chang, PhD

Course: SPM 6308

Office: FLG310; [SMASH Research Lab](#)

Location: 100% Online

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Office Hour: By appointment

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### 1. Course Description

The purpose of this course is to provide you with a solid conceptual base for understanding the behavior of sport consumers. This course will allow you to gain exposure to a breadth of sport consumer behavior topics and relevant theories. You will learn how sport consumer behavior concepts and principles can be applied to sport management, to our roles as consumers and sport business managers, and to our everyday life. Topics include sport consumer learning, normative & behavioral decision making, sport consumer culture, well-being, social media behavior, and emerging technologies & sport consumption dynamics.

### 2. Course Objectives

By the end of this course, students will be able to:

- Understand and describe a variety of psychological theories and models that can explain sport consumer behavior.
- Introduce, define, and apply key consumer behavior concepts and theories to efficiently explain the phenomena observed in the sport business industry.
- Analyze and critically evaluate the sport business strategies of professionals by using cutting-edge sport consumer research to articulate business solutions.

### 3. Textbooks

There are no required textbooks for this class. There are two books that you may find useful for the class.

Hoyer, W. D., MacInnis, D. J., & Pieters, R. (2024). *Consumer behavior* (7th ed.). Mason, OH: South-Western, Cengage Learning.

Solomon, M. R. (2024). *Consumer behavior: Buying, having, and being* (12th ed.). Upper Saddle River, NJ: Pearson Education.

### 4. Canvas (E-Learning)

Course news, information, syllabus and some class materials may be found online at Canvas (<http://lss.at.ufl.edu>). Each student will need to use his or her own Canvas account to log into the class link. If you are new to Canvas, watch the [Canvas Overview video \(Links to an external site.\)](#) [3:58]. If you have any questions regarding Canvas, refer to the [Canvas Guides](#)

### 5. Technical Issues

If you encounter a technical issue, please contact [UF Computing Help Desk \(Links to an external site.\)](#), or utilize the one of the following self-help resources:

- [Video: Canvas Student Overview \(Links to an external site.\)](#) [7:04]
- [Which Browsers Does Canvas Support? \(Links to an external site.\)](#)
- [How Can I Use Canvas on My Mobile Device? Links to an external site.](#)
- [Canvas Student Guide Links to an external site.](#)
- [Canvas Video Guide \(Links to an external site.\)](#)
- [Zoom Conferences Student Step-by-Step Guides \(Links to an external site.\)](#)

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST message your instructor within 48 hours of the technical difficulty if you wish to request a make-up.

## 6. Office Hour and Contact Information

Virtual office hours are held online, by scheduled appointment only, via [Zoom Conferences](#). Use Canvas mail and/or UF email ([yhchang@hhp.ufl.edu](mailto:yhchang@hhp.ufl.edu)) ONLY for personal questions related to the course content or of a personal nature, such as grades, special circumstances, and needed accommodations. Expect a response within 48 hours. All online correspondence must have your full name in the message body, and contain your course and section number in the subject line.

## 7. Course Grades & Grade Determination

Overall Course Points	Letter Grade
630 pts. – 700.0 pts.	A
616 pts. – 629.9 pts.	B+
560 pts. – 615.9 pts.	B
553 pts. – 559.9 pts.	B-
546 pts. – 552.9 pts.	C+
490 pts. – 545.9 pts.	C
483 pts. – 489.9 pts.	C-
476 pts. – 482.9 pts.	D+
420 pts. – 475.9 pts.	D
413 pts. – 419.9 pts.	D-
412.9 pts. or less	E

List of Determinants	Points
Exam	200 pts.
Sport Consumer Analysis I	200 pts.
Sport Consumer Analysis II	200 pts.
Article Review	100 pts.
<i>Overall Course Points</i>	<i>700 pts.</i>

More information on the Graduate School grading policies may be found at:

<https://catalog.ufl.edu/graduate/regulations/>

## 8. Mid-Course Evaluation Survey

This survey is anonymous and is a way for you to provide honest feedback on the course. This feedback is essential to provide the best quality instruction and give you, the learner, the best learning experience. You are asked to give your honest opinion and to share any advice you have to make the course better. You will be asked questions regarding lectures, assignment quality, etc. The survey will take place during the Module 3 of the course.

## 9. Course Assignments

### 9.1. Student Introductory Assignment (Voluntary assignment; 0 pts.)

It is harder to get to know each other in an online course, so let's get started with some introductions! Include your major, something that you find interesting about the Sport Consumer Behavior course, and something that you do for fun. Write about what you hope to get from this course. It's up to you how you introduce yourself! Videos or photos are welcome. You may like and reply to your classmates' posts.

### 9.2. Orientation Quiz (Voluntary assignment; 0 pts.)

Each student is required to review the course syllabus and other important course related information (such as the Orientation Module and viewing the welcome/introduction video), and then take the quiz to

check your knowledge. Students will have multiple attempts to complete the quiz. The rest of the course content will not be available to you until you pass this quiz.

### **9.3. Examination (200 pts.)**

The purpose of giving exams in my courses is to allow the students the opportunity to communicate their level of mastery of the course material. I'm looking for your ability to demonstrate conceptual understanding *and* your fluency with the sport consumer behavior topics and relevant theories covered in this course. The examination will thus cover lecture and discussion as well as handouts electronically distributed in class. Exam format will consist of true/false, multiple choice, short answers, and/or essay. A make-up exam will be given in the instance where a student has an excused absence and the instructor is notified of the absence prior to the exam date. In the case of an emergency situation proper documentation must be provided, after which the proper steps will be taken in line with the University Policy.

### **9.4. Sport Consumer Analysis I & II (2 × 200 pts.)**

Each student will be assigned to a particular sport business phenomenon and will work on a consumer behavior analysis. The assignment will give students an opportunity to examine consumer behavior pertaining to a contemporary or emerging sport business phenomenon. In drawing theoretical and practical implications from the study of a specific industrial phenomenon, students will learn more about internal and external factors impacting sport consumer decision making, understand the complexity of consumption behavior and explore how the science of sport consumer research is used to understand, predict, and change consumption behavior. These assignments will be integrated with the group discussion format (given that discussion with your classmates is a vital part of learning); the purpose of this group discussion is therefore for students to reflect thoughtfully and exchange ideas of the academic/trendy topics in sport consumer behavior.

### **9.5. Journal Article Review (100 pts.)**

Each student will be assigned to a specific article published in highly respected sport marketing and consumer behavior journals. Your review must provide a brief summary and critique of the article. Your review must include the following sections: a brief overview, unique aspect, methods, results, discussion, future implications, and your reactions to the article. Page length will not be considered on the evaluation of your review. Theoretical and practical justifications of your arguments as well as overall logics of your writing will be critical for the success of this assignment.

\*Detailed instructions for each assignment will be posted on Canvas\*

## **10. UF Policies**

### **10.1. Policy on accommodating students with disabilities**

Students with disabilities requesting accommodations should first register with the [Disability Resource Center \(Links to an external site.\)](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. The instructor should be notified of any special accommodations required by the student when they begin their course.

### **10.2. UF counseling services**

Resources are available on campus for students having personal problems or lacking a clear career and academic goals which interfere with their academic performance. These resources include:

- [UF Counseling & Wellness Center \(Links to an external site.\)](#), 301 Peabody Hall, 352-392-1575, personal and career counseling
- [UF Student Health Care Center \(Links to an external site.\)](#)

- Student Mental Health, 352-392-1171, personal counseling
- Sexual Assault Recovery Services (SARS), 352-392-1161, sexual counseling
- [U Matter We Care \(Links to an external site.\)](#)
- [UF Career Resource Center \(Links to an external site.\)](#), Reitz Union, 352-392-1601, career development assistance and counseling.

### 10.3. University policy on academic misconduct

UF students are bound by [The Honor Pledge \(Links to an external site.\)](#) which states:

*"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

The [Honor Code \(Links to an external site.\)](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

From [Regulations of the University of Florida, 4.041 Student Honor Code and Student Conduct Code: Scope and Violations \(Links to an external site.\)](#):

**Plagiarism.** A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
- Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.
- From [Regulations of the University of Florida, 6C1-4.047 Student Honor Code and Student Conduct Code: Sanctions \(Links to an external site.\)](#).

For a violation or violations of the Honor Code, a student may receive any of the sanctions that can be imposed for Student Conduct Code violations, including but not limited to conduct probation, suspension and expulsion as well as any educational sanctions. In addition, students may receive the following:

Assignment grade penalty. The student is assigned a grade penalty on an assignment including but not limited to a zero.

Course grade penalty. The student is assigned a grade penalty in the entire course including but not limited to an 'E'.

### 10.4. Academic Resources

*E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

*Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

*Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.

*Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420.  
General study skills and tutoring.

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

*On-Line Students Complaints:* [View the Distance Learning Student Complaint Process.](#)

### **10.5. Course evaluation**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals.

Guidance on how to give feedback in a professional and respectful manner is available at the [GatorEvals \(Links to an external site.\)](#) website. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the [GatorEvals portal \(Links to an external site.\)](#). Summaries of course evaluation results are available to students on the [GatorEvals Public Data \(Links to an external site.\)](#) website.

\*\* The instructor reserves the right to make changes to the syllabus and outline as the class progresses and circumstances arise. Students will be given notice of any changes. \*\*

## READINGS

### **Module 1: Breadth of Sport Consumer Research**

- **Topic 1: Perspectives in Sport Consumer Behavior**
- **Topic 2: Influences on Purchase Decision Process**

#### *Recommended Readings:*

- Calder, B., & Tybout, A. (1987). What consumer research is... *Journal of Consumer Research*, 14, 136-140.
- Chang, Y., Ko, Y. J., & Jang, W. (2019). Personality determinants of consumption of premium seats in sports stadiums. *International Journal of Contemporary Hospitality Management*, 31, 3395-3414.
- Chang, Y., & Kwak, D. H. (2023). When team sponsorship of cause-related messages leads to unfavorable fan reactions: The interplay among competency, cause orientation, and message source. *European Sport Management Quarterly*, 23, 1024-1045.
- Funk, D. C. (2017). Introducing a Sport Experience Design (SX) framework for sport consumer behaviour research. *Sport Management Review*, 20, 145-158.

### **Module 2: Sport Consumer Memory and Judgement**

- **Topic 1: Sport Consumer Memory Systems**
- **Topic 2: Attentional Influences on Sport Consumer Judgement**

#### *Recommended Readings:*

- Chang, Y. (2018). Exploring the patterns of dual attitude changes in the context of athlete endorsement: The interplay of fit, evaluative conditioning, and introspection focus. *Journal of Sport Management*, 32, 413-425.
- Chang, Y., Mansfield, A., & Yoo, T. (2025, in press). Influence of game context on sport fan dietary choices: Framing food attributes to promote healthier eating. *International Journal of Sports Marketing and Sponsorship*.
- Chang, Y., & Ko, Y. J. (2018). The effects of association strength on attention and product evaluation: Reconsidering endorsement effectiveness. *European Journal of Marketing*, 52, 1257-1279.
- Gilbert (1991). How mental systems believe. *American Psychologist*, 46, 107-119.
- Zauberman, G., Ratner, R. K., & Kim, B. K. (2009). Memories as assets: Strategic memory protection in choice over time. *Journal of Consumer Research*, 35, 715-728.

### **Module 3: Sport Consumer Decision Making Theories**

- **Topic 1: Cognitive Modeling of Decision Making**
- **Topic 2: Behavioral Modeling of Decision Making**

#### *Recommended Readings:*

- Chang, Y., Yoo, T., Warren, C., & Wann, D. L. (2025, in press). Game day guilt: How ingroup affiliation and identity threat influence indulgent food choices among sport fans. *Sport Management Review*.
- Chang, Y., Warren, C., & Katz, M. (2023). Determinants of subscription renewal behavior in sport spectatorship services: A CHAID decision tree modeling approach. *Sport Marketing Quarterly*, 32, 124-136.
- Chang, Y., & Ko, Y. J. (2017). Consumers' perceived post purchase risk in luxury services. *International Journal of Hospitality Management*, 61, 94-106.
- Kahneman (2003). A perspective on judgment and choice: Mapping bounded rationality. *American Psychologist*, 58, 697-720.
- Kahneman & Tversky (1984). Choices, values, and frames. *American Psychologist*, 39, 341-350.

### **Module 4: Sport Consumer Heuristics**

- **Topic 1: Social Desirability Bias**
- **Topic 2: Associative-Propositional Evaluation in Consumer Judgement**

#### *Recommended Readings:*

- Chang, Y., Schull, V., & Kihl, L. A. (2021). Remediating stereotype threat effects in spectator sports. *Journal of Sport Management*, 35, 172-184.
- Chang, Y., Warren, C., & Lee, T. (2024). Virtual reality technology induced flow in the spectator sports context: Empirical examinations of VR flow, its unique antecedents and consequences. *Sport Marketing Quarterly*, 33, 81-95.
- Greenwald, A. G., McGhee, D. E., & Schwartz, J. L. K. (1998). Measuring individual differences in implicit cognition: The implicit association test. *Journal of Personality and Social Psychology*, 74, 1464-1480.
- Kahneman, D., & Tversky, A. (1996). On the reality of cognitive illusions. *Psychological Review*, 103, 582-591.

### **Module 5: Sport Consumer Learning and False Memory**

- **Topic 1: Patterns of Sport Consumer Learning**
- **Topic 2: Memory Factors in Sport Consumer Choice**

#### *Recommended Readings:*

- Chang, Y. (2018). When infamy becomes fame: The positive side of negative athlete publicity. *Journal of Sport Management*, 32, 401-411.
- Chang, Y., Lei, Y., & Mansfield, A. (2024). NFL fandom and unhealthy eating behavior: Exploring the role of introspective focus from a functionalist perspective of emotions. *Sport Management Review*, 27, 213-233.
- Cunha, M., Laran, J., & Janiszewski, C. (2008). Protection of prior learning in complex consumer learning environments. *Journal of Consumer Research*, 34, 850-864.
- Skurnik, I., Yoon, C., Park, D. C., & Schwartz, N. (2005). How warnings about false claims become recommendations. *Journal of Consumer Research*, 31, 713-724.

### **Module 6: Sport Consumer Emotions and Social Media Behavior**

- **Topic 1: Discrete Sport Consumer Emotions**
- **Topic 2: Automated Twitter Analysis of Fan Emotions**

*Recommended Readings:*

- Chang, Y. (2019). Spectators' emotional responses in tweets during the Super Bowl 50 game. *Sport Management Review*, 22, 348-362.
- Chang, Y., & Katz, M. (2024). When feeling is for pursuing: Exploring the moderating role of spectatorship locus of control on fans' emotion-directed pursuit of consumption goals. *Sport Management Review*, 27, 1-22.
- Chang, Y., Wann, D. L., & Inoue, Y. (2018). The effects of implicit team identification on revisit and word-of-mouth intentions: A moderated mediation of emotions and flow. *Journal of Sport Management*, 32, 334-347.
- Larsen, J. T., McGraw, A. P., & Cacioppo, J. T. (2001). Can people feel happy and sad at the same time? *Journal of Personality and Social Psychology*, 81, 684-696.

### Course Schedule (tentative)

Week	Topic	Assignment (Due)
<u>Module 1: Breadth of Sport Consumer Research</u>		
W1	<ul style="list-style-type: none"> <li>• Topic 1: Perspectives in Sport Consumer Behavior</li> <li>• Topic 2: Influences on Purchase Decision Process</li> </ul>	
<u>Module 2: Sport Consumer Memory and Judgement</u>		
W2	<ul style="list-style-type: none"> <li>• Topic 1: Sport Consumer Memory Systems</li> <li>• Topic 2: Attentional Influences on Sport Consumer Judgement</li> </ul>	
<u>Module 3: Sport Consumer Decision Making Theories</u>		
W3	<ul style="list-style-type: none"> <li>• Topic 1: Cognitive Modeling of Decision Making</li> <li>• Topic 2: Behavioral Modeling of Decision Making</li> </ul>	<b>Sport Consumer Analysis I</b>
<u>Module 4: Sport Consumer Heuristics</u>		
W4	<ul style="list-style-type: none"> <li>• Topic 1: Social Desirability Bias</li> <li>• Topic 2: Associative-Propositional Evaluation in Consumer Judgement</li> </ul>	<b>Article Review</b>
<u>Module 5: Sport Consumer Learning and False Memory</u>		
W5	<ul style="list-style-type: none"> <li>• Topic 1: Patterns of Sport Consumer Learning</li> <li>• Topic 2: Memory Factors in Sport Consumer Choice</li> </ul>	<b>Sport Consumer Analysis II</b>
<u>Module 6: Sport Consumer Emotions and Social Media Behavior</u>		
W6	<ul style="list-style-type: none"> <li>• Topic 1: Discrete Sport Consumer Emotions</li> <li>• Topic 2: Automated Twitter Analysis of Fan Emotions</li> </ul>	<b>Exam</b>
<b>THANK YOU FOR YOUR HARD WORK!</b>		

**\*\*This schedule is tentative, and it could be changed based on the pace of the lectures and assignment needs. Changes will be announced in class and the instructor bears no responsibility of announcing.**