

**MOS 4423-G WINTER 2013**  
**SEMINAR IN CONSUMER RESEARCH**  
**Dr. M. Cleveland**  
**Section 001 (class # 11378)**  
**Tuesdays 8:30am-11:30am**  
**Location: STVH-3166**

**COURSE CALENDAR DESCRIPTION:**

This course focuses on theory, methodology, and implications of consumer research. Students will learn how to apply theories and research techniques, in order to understand consumer phenomena.

**Prerequisites:** MOS 2320A/B or the former MOS3320A/B, MOS3321F/G, and either MOS 3322F/G or MOS 3420F/G (or the former MOS 4420F/G) and enrollment in the Consumer Behavior Honors Specialization or Specialization module in BMOS. 3 lecture hours, 0.5 course.

**COURSE INFORMATION:**

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<b>Professor:</b>	<b>Dr. Mark Cleveland</b> (B.Comm, M.Sc., Ph.D.) Dancap Private Equity Professor of Consumer Behavior Associate Professor of Marketing
<b>Office:</b>	SSC-4315
<b>Office Telephone:</b>	519-661-2111 extension 81464 [BMOS office: 519-664-2051]
<b>Email:</b>	<i>mclevela@uwo.ca</i>
<b>Course Website:</b>	OWL-Sakai: MOS 4423G 001 FW12
<b>Office Hours:</b>	Mondays 1:30pm-2:30pm Tuesdays 1:00pm-2:00pm

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**LEARNING OBJECTIVES:**

This course is specifically designed for MOS students enrolled in the Honors Specialization in Consumer Behavior, and is highly relevant also for those students that are taking MOS 4999E (Thesis) while completing their Honors Specialization in Consumer Behavior. As part of their degree, thesis students are required to conduct a novel study in a focused subject matter in consumer behavior.

The main objective of this seminar is to expose the student to advanced theories in consumer behavior, and to provide students with an appreciation of the myriad approaches employed in the

study of consumer behavior phenomena. The focus of the seminar will be on the critical assessment of the theories, research designs, and analytical approaches employed to answer specific research questions. By taking this course, the student will:

- Enhance critical thinking and creative abilities with respect to reviewing and extending consumer research.
- Learn how to state a research problem, to articulate and integrate theory, and to formulate corresponding hypotheses.
- Understand how various consumer phenomena are operationalized and measured.
- Gain insights into the different approaches used to study consumer behavior, and to recognize the appropriate conditions and contexts for applying these different research approaches.
- Become familiar with the applications of statistics in consumer research, and of the ways in which statistical inferences can be made from the data.
- Recognize the limitations of different methodologies and analytical approaches, and appreciate the tradeoffs made in selecting a research design.
- Participate in analyzing and making recommendations for real company situations.
- Refine oral presentation abilities and hone essay writing skills.

The basic pedagogy followed in this course is different from the standard lecture-based approach which students are most familiar with. This course follows a seminar method of academic instruction. The premise behind the seminar approach is to familiarize students more extensively with the theories and methodologies of their chosen subject matter and also to permit students to interact with examples of the practical problems that always transpire in the course of conducting research. Rather than lecturing, the main role of the professor during classroom sessions will be to serve as a seminar leader (coordinating presentations and subsequent discussions). At the beginning of the course, the professor will present some of his own published research, as a way of providing guidance for student presentations. Throughout the semester, the professor will also sharing personal perspectives on theories and research approaches. Classroom discussions will take the form of the Socratic Method, whereby the group will discuss and critically debate the topics and studies of the session.

Each week, students will appraise academic consumer research articles. Over the course of the semester, each student will be responsible for three written article reviews, drawing from the list of assigned readings. Each of these reviews will also be presented to the class, and then thoroughly discussed by the class. Working independently, students will write a research paper on a significant and specific topic in consumer behavior. Together, these tasks are designed to provide students the opportunity to learn the theories and concepts of consumer behavior, and to apply this knowledge to managerial contexts.

Research skills have a long 'half-life': beyond being a critical component of the study of consumer behavior, knowledge of the research methods employed in the social sciences is both enduring and applicable to a wide range of pursuits. Indeed, the research methods and philosophies used to study consumer behavior draw from a wide range of social science disciplines, including psychology, sociology, anthropology, economics, organizational and human resources, as well as from

mathematics and statistics. This multidisciplinary and integrative nature of this seminar epitomizes the underlying rationale behind the MOS program, with its unique leverage of social science theories into business applications.

## READINGS:

In lieu of a textbook, this course has a reading list, consisting of articles from academic journals. The assigned readings appear in the course topics schedule appearing in this syllabus. From time to time, the professor may assign additional (or substitute) readings from academic journals, practitioners' journals and the popular press, to illustrate and expand upon the scheduled topics. Class sessions will be devoted to appraising, integrating, and—most of all—critiquing the assigned readings.

The custom course pack is available at the Book Store at Western (~\$68 plus tax).

## EVALUATION:

This course has three evaluation components: participation, article critiques and presentations, and a term project/presentation. There are no examinations or tests in this course.

### 1. Participation (20%):

Class participation provides an opportunity for students to practice speaking and persuasive skills, as well as to engage with, learn from, and moreover, teach other students. **As this course follows a seminar format, students must be prepared to talk about the material under consideration. You must READ and CRITICALLY THINK about ALL the assigned materials before the scheduled class.** Students are expected to come to all classes (**attendance WILL be taken**, and this will form part of your participation grade), and to actively contribute to all class sections. The objective of the classroom discussions will be to enhance comprehension of the material by thoroughly critiquing the readings, as opposed to merely reviewing them. Students must therefore ask questions, share thoughts/interpretations, and moreover, debate/challenge the boundaries of the theories, assumptions, methodologies, and inferences made by the authors of the academic journal articles, as well as with the interpretations of your peers and professor. A portion of your participation mark will derive from your interactions and professionalism with the professor and with other students in this course. Please adopt a professional approach to all email/texting communications.

**For each assigned article, I strongly recommend that you carefully prepare a few questions and/or observations before class.** It is also recommended that students keep this class in mind when reading newspapers, watching television, reading magazines, while shopping, etc., as often the most relevant learning comes from discussing potential applications of consumer research.

If for some reason you are unable to come to class, please send a brief courtesy note and explanation (via email: [mclevela@uwo.ca](mailto:mclevela@uwo.ca)) to the professor beforehand.

A final note on participation: *Quality* is more highly valued than *Quantity*. Your professor will assess the quality and quantity of interactions, along with your attendance record, in part using the following criteria for evaluation:

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**A+ OUTSTANDING CONTRIBUTOR (90%-100%, OR 18-20 MARKS).**

- Attends all classes. Always professional and punctual.
- Exceptional preparation for all classes; always provides highly substantive (original, thought-provoking) insights, spearheads discussion, consistently, persuasively and enthusiastically engages in constructive debates with peers and the professor. Discovers additional readings, and consistently identifies links in the theories between the different sessions. In short, if the student were not a member of the class, the quality of the course as a whole would be diminished markedly.

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**A EXCELLENT CONTRIBUTOR (80%-89%, OR 16-17 MARKS).**

- Attends all classes. Always professional and punctual.
- Clearly demonstrates excellent preparation for all classes, usually provides substantive insights, often spurs discussion, and engages in constructive debates with peers and the professor. In sum, the student meaningfully contributes to the overall learning environment, thus improving the overall quality of the course.

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**B GOOD CONTRIBUTOR (70%-79%, OR 14-15 MARKS).**

- Attends all/almost all (justifying the rare absence) classes. Always professional and punctual.
- Contributions in class reflect thorough preparation. Well substantiated and often persuasive commentary. Often demonstrates capability to explain difficult points or concepts. Positive attitude throughout. A net contributor to the overall learning environment.

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**C ADEQUATE CONTRIBUTOR (60%-69%, OR 12-13 MARKS).**

- Attends most classes.
- Contributions in class reflect satisfactory preparation (i.e., reading and thinking about the materials). Reflections offered are sometimes substantive (generally useful) but seldom offer new directions for discussion. Responds and answers appropriately when asked.

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**D POOR CONTRIBUTOR (50%-59%, OR 10-11 MARKS).**

- Infrequent or occasional attendance.
- Contributions in class reflect inadequate or superficial preparation (i.e., does not always read all assigned materials, or merely does the bare minimum required). Often demonstrates inability to respond appropriately to questions. Often unenthusiastic. Does not contribute to a positive atmosphere for meaningful discussion. Overall, a liability to the learning environment.

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**F UNSATISFACTORY CONTRIBUTOR (0%-49%, OR 0-9 MARKS).**

- Infrequent attendance.
  - Little evidence of preparation or thought. Rarely contributes to classroom discussion. Demonstrates little or no comprehension of the topic or readings. Unenthusiastic demeanor. Generally unwilling to participate in debates. Distracts other students or the professor from classroom activities (e.g., surfing web, disruptive talking, text messaging, unprofessional conduct), thus impeding the course of learning. The quality of the course would be considerably improved had the student not been a member of the class.
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**2. Three Written/Oral Academic Article Summaries/Critiques (45%):**

Beginning on or about week 3, each assigned article will be thoroughly reviewed by one student. This will consist of a written article summary/critique (with a minimum [maximum] 3 [4] single-spaced pages using type-12 font and 1-inch margins throughout), in addition to an oral presentation to the class (with a minimum [maximum] of 20 [30] minutes allocated to each presentation), using *PowerPoint*. After each presentation, all students will discuss the paper.

Over the course of the semester, **each student will be responsible for conducting three article summaries/critiques** (each worth 15 marks, for a total of 45 marks). Articles will be assigned during the first week of the course. More details will be discussed in class, but the scope of the written review must include the following:

- i. Complete journal reference information. *Note:* this should be part of the cover page, and thus does not count as part of the 3-5 pages of the summary/critique.
- ii. A clear summary of the research problem, rationale (i.e., why is this worthy of study?), and objectives.
- iii. A summary of the conceptual development of the paper (the development of theory) and of the corresponding research hypotheses/propositions and/or theoretical model.
- iv. A synopsis of research methodology employed, and analytical approaches.
- v. A rundown and interpretation of the major findings, and conclusions (including the main theoretical and practical implications).
- vi. A thorough critique of the conceptual (e.g., key contributions) and methodological (e.g., anything new/interesting, major flaws and/or shortcomings) aspects of the research. Students must include their own ideas here.
- vii. Some very specific recommendations for future research under the theme of the research topic. Students must include their own ideas here.

As a general guideline, the length of the written assignment should be about 60-70% summary (points i. through v.), and 30-40% critique (points vi. and vii.). Students may choose to integrate both summary and critique components, or write them sequentially (that is, keep them in separate sections). Please ensure that your work is entirely original: avoid plagiarism. Paraphrase (put into your own words), use proper citation methods (where applicable), and rely on your own thoughts. Papers may be checked for originality using *turnitin.com*.

The *critique* part of the assignments might include some of the following points (this list is *not* exhaustive):

- How important is this research (timeliness, relevance, applicability, scope)?
- How convincing is/are the argument(s) presented (that is, the main theory being advanced by the author[s])?
  - Does the review of the existing literature appear adequate; are key terms/concepts/models adequately explained?
  - How clearly are the hypotheses stated? Are they stated in a way in which the findings will lead to acceptance or rejection of the hypotheses or are the hypotheses ambiguously phrased?
- Are there any biases in the methodology (scope, experimental manipulations, survey, sample subjects, etc.)? To what extent could these methodological weaknesses compromise the findings of the study (and if so, did the author[s] disclose these limitations in the article)? Some *examples* of weaknesses are as follows:
  - An experiment with unbalanced groups (e.g., one group is predominantly male, the other female, which may account for differences observed, beyond the experimental manipulation).
  - A poorly-worded questionnaire. Unreasonable questions or prone to biased answers?
  - A study comparing different ethnic/cultural groups, without taking into account differences in the interpretation of questionnaire items.
  - A contrived experimental situation that is unrealistic, and therefore, lacking external validity.
  - Attempting to generalize findings from student samples to the broader population, etc.
- Evaluation of the adequacy of the evidence presented to support the author(s)' claims? In other words, how reasonable are the conclusions based on the theory and associated findings (this usually appears in the "Discussion" part of the paper)? If you disagree with some of the conclusions, point out these problems or suggest alternative explanations.

- Clarity and logic of the author(s)' reasoning, style of writing? Are there any contradictions in reasoning, or areas of ambiguity, that appear in the article?
- Anything else relevant, your subjective evaluation (what did you like/dislike about the paper?)

Note that some of these points may not be relevant for some papers (especially theory papers without empirical studies...in these cases, focus evaluating and extending the theoretical aspects). Don't worry if you encounter statistical jargon/methods that you are not familiar with. In these cases, assume that the statistical analyses were done competently. Focus instead on the authors' findings as expressed in written English.

### **3. Written Term Project (30%) and Oral Presentation (5%):**

**Working independently or in pairs**, students will prepare a detailed proposal for carrying out an empirical study over the course of the term. Your task is to first identify a novel and relevant marketing problem (i.e., one that holds both practical/managerial and theoretical/academic significance) that requires investigation. From the list of assigned readings, you will find studies that may help you to identify possible areas of research interest. In addition, the scope of your paper and writing style should correspond to that of an academic journal article.

**By the beginning of the 4th week (at the latest)**, each student must submit a ½ -page, typed summary of a very specific consumer research topic (subject to approval by the professor). Each student must work on a *different* specific consumer research topic (if necessary, this will be determined on a "first-come, first-serve" basis). This research paper must focus on a consumer topic that currently requires new directions or propose a new integrative theoretical framework. Whatever the topic chosen, it is essential that students contribute fresh ideas. Students should visit the professor several times over the course of the semester to ask questions and to obtain feedback and directions, which is much better administered in person rather than by email.

**The written project is due on the second to last week of class (Week 12).** Each student is expected to hand in two paper copies, and to provide one electronic copy (upload to Web-CT). In evaluating your written term project, I will consider the following: synthesis/appraisal of the relevant literature (this will primarily consist of academic journal articles), originality (i.e., developing your own ideas), as well as the clarity of writing, grammar, syntax, formatting, and overall professionalism of the paper. The paper should not exceed 25 double-spaced typed pages of text (not including the title page, references and appendix materials). More details will be forthcoming, but the organization of all papers should correspond to the following framework:

- i. **Cover page** (give your study a descriptive title),
- ii. **Abstract** (150 words or less)
- iii. **Introduction**, including:
  - a. specification of the marketing research problem, importance (i.e., practical and theoretical significance, relevance), gaps in our understanding of the specific research topic,
  - b. information needs and study objectives,
  - c. overview of the remainder of your proposal.
- iv. **Theoretical background and research hypotheses** (this section should constitute approximately 40-50% of the overall length of your paper)
  - a. thorough integrative appraisal of the extant relevant literature
  - b. construct definitions and operationalizations

- c. articulation and presentation of testable (falsifiable) research hypotheses (this might also include a conceptual model)
- v. A detailed **proposed methodology and intended analytical procedures**, including:
  - a. the development of the measuring instruments (including scaling, coding, etc.)
  - b. proposed sample and sampling methodology
  - c. data collection method(s), manipulations (if applicable)
  - d. intended analytical procedures (including statistics, statistical assumptions, tools, etc.)
- vi. Anticipated **managerial and theoretical implications** of the proposed research
- vii. Study **limitations** (acknowledgement of the boundaries/shortcomings of the intended methodology and analytical approaches) **and conclusions**
- viii. **References** (note: you must use an appropriate method of citation and referencing: AMA or APA or Harvard methods are acceptable for this paper)
- ix. **Appendices** (there is no limit on the number/length of Appendices):
  - a. additional technical information, such as the details of an experimental design and procedure
  - b. All measures and methods of recording measures (e.g., questionnaires, and accompanying coding key in this section) and/or emotional/behavioral phenomena.

The approximate weightings of the grading of the written research project proposal will be:

Component	Approximate allocation	Suggested Length
1. Introduction, research question, objectives	10%	2-3 pages
2. Literature review, theory development and hypotheses	35%	7-11 pages
3. Intended methodology and analytical procedures	30%	5-6 pages
4. Anticipated managerial implications of the results	5%	1-2 pages
5. Limitations of your research design and conclusions	10%	2-3 pages
6. Overall clarity, format, integrity and organization	<u>10%</u>	
	<b>100%</b>	

On the **last week of class (week 13)**, students will give a 12-20 minute (depending on the size of the class) *PowerPoint* presentation of their term paper. Prior to the presentation, students will hand in a paper copy of the presentation slides to the professor. I will provide more details later during the semester concerning what I am looking for regarding the oral presentation but basically, I will evaluate the ability of you to clearly communicate to your fellow classmates the salient points of your written project.

### Breakdown of Overall Grading Scheme

<i>The following weights will be assigned:</i>			<i>Grade categories as per Academic Calendar.</i>	
<b>Grading Weights for Evaluation Components</b>			<b>Grade Categories</b>	
Article Critique 1	15%	45%	<b>A+</b>	90%+
Article Critique 2	15%		<b>A</b>	80 - 89%
Article Critique 3	15%		<b>B</b>	70 - 79%
Written Term Project	30%	35%	<b>C</b>	60 - 69%
Oral Term project	5%		<b>D</b>	50 - 59%
Class Participation	20%	20%	<b>F</b>	Below 50% or assigned when course is dropped with academic penalty
<b>TOTAL</b>	<b>100%</b>			

## SEQUENCE OF COURSE TOPICS:

The course outline and schedule are subject to change at the discretion of the course instructor. Articles are available in the course pack. Students must have readings completed before scheduled session (excepting, of course, week 1).

Week	Topics, Assigned Readings (READ ALL—unless otherwise noted)
<b>1</b> <b>Jan 8</b>	<b>Orientation and Critical Thinking</b> <ul style="list-style-type: none"> <li>• Assignment articles for written critique and oral presentation</li> <li>• Research Presentation by Professor, In-Class Exercises, Critical Thinking: Wheat &amp; Chessboard Problem</li> <li>• Class discussion on consumer research: avenues and approaches</li> <li>• Holbrooke, M.B. (1987), "What is Consumer Research?" <i>Journal of Consumer Research</i>, Vol. 14, No. 1, 128-132.</li> </ul>
<b>2</b> <b>Jan 15</b>	<b>"Classics" of Behavioral Science, Paradigms and the Evolution of Consumer Research</b> <ul style="list-style-type: none"> <li>• Festinger, L. &amp; Carlsmith, J.M. (1959), "Cognitive Consequences of Forced Compliance," <i>Journal of Abnormal and Social Psychology</i>, Vol. 58, No. 2, 203-210.</li> <li>• Sherif, M. (1958), "Superordinate Goals in the Reduction of Intergroup Conflict," <i>American Journal of Sociology</i>, Vol. 63, No. 4, 349-356.</li> <li>• Milgram, S. (1963), "Behavioral Study of Obedience," <i>Journal of Abnormal and Social Psychology</i>, Vol. 67, No. 4, 371-378.</li> <li>• Hardin, G. (1968), "The Tragedy of the Commons," <i>Science</i>, Vol. 162, No. 3859, 1243-1248.</li> <li>• SUGGESTED (OPTIONAL) BACKGROUND READINGS (Helpful readings for your term project):               <ul style="list-style-type: none"> <li>○ Calder, B.J., Phillips, L.W. and Tybout, A.M. (1981), "Designing Research for Application," <i>Journal of Consumer Research</i>, Vol. 8 (September), 197-207.</li> <li>○ Bazerman, M.H. (2001), "Consumer Research for Consumers," <i>Journal of Consumer Research</i>, Vol. 27, No. 4, 499-504.</li> <li>○ Craig, C.S. &amp; Douglas, S. P. (2001), "Conducting International Marketing Research in the Twenty-First Century," <i>International Marketing Review</i>, Vol. 18, No. 1, 80-90.</li> </ul> </li> </ul>
<b>3</b> <b>Jan 22</b>	<b>Theorizing and Testing Theories</b> <b>→STUDENT PRESENTATIONS/CRITIQUES BEGIN</b> <ul style="list-style-type: none"> <li>• McCracken, G. (1986), "Culture and Consumption: A Theoretical Account of the Structure and Movement of the Cultural Meaning of Consumer Goods," <i>Journal of Consumer Research</i>, Vol. 13, No. 1, 71-84.</li> <li>• Schwartz, S.H., &amp; Boehnke, K. (2003), "Evaluating the Structure of Human Values with Confirmatory Factor Analyses," <i>Journal of Research in Personality</i>, Vol. 38, No. 3, 230-255.</li> <li>• Keller, K.L. (1993), "Conceptualizing, Measuring, and Managing Customer-Based Brand Equity," <i>Journal of Marketing</i>, Vol. 57 (January), 1-22.</li> </ul>
<b>4</b> <b>Jan 29</b>	<b>Qualitative Research</b> <ul style="list-style-type: none"> <li>• <b>DUE: PRELIMINARY PROJECT INFORMATION ( ½ PAGE SUMMARY OF CB TOPIC)</b></li> <li>• Schouten, J.W. &amp; McAlexander, J.H. (1995), "Subcultures of Consumption: An Ethnography of the New Bikers," <i>Journal of Consumer Research</i>, Vol. 22, No. 1, 43-61.</li> <li>• Fournier, S. (1998), "Consumers and Their Brands: Developing Relationship Theory in Consumer Research," <i>Journal of Consumer Research</i>, Vol. 24 (March), 343-373.</li> <li>• Askegaard, S.; Arnould, E.J. &amp; Kjeldgaard, D. (2005), "Postassimilationist Ethnic Consumer Research: Qualifications and Extensions," <i>Journal of Consumer Research</i>, Vol. 32 (June), 160-169.</li> </ul>



<b>Week</b>	<b>Topics, Assigned Readings (READ ALL—unless otherwise noted)</b>
<b>5</b> <b>Feb 5</b>	<b>Exploratory Quantitative Research</b> <ul style="list-style-type: none"> <li>• Laroche, Michel; Cleveland, Mark &amp; Browne, Elizabeth (2004), "Exploring Age-Related Differences in Information Acquisition for a Gift Purchase," <i>Journal of Economic Psychology</i>, Vol. 25, 61-95.</li> <li>• Belk, R. W. (1985), "Materialism: Trait Aspects of Living in the Material World," <i>Journal of Consumer Research</i>, Vol. 12, No. 3, 265-280.</li> <li>• Tse, D.K.; Belk, R.W. &amp; Zhou, N. (1989), "Becoming a Consumer Society: A Longitudinal and Cross-Cultural Content Analysis of Print Ads from Hong Kong, the People's Republic of China, and Taiwan," <i>Journal of Consumer Research</i>, Vol. 15, No. 4, 457-472.</li> </ul>
<b>6</b> <b>Feb 12</b>	<b>Measuring Constructs and Scale Development</b> <ul style="list-style-type: none"> <li>• Cleveland, M. &amp; Laroche, M. (2007), "Acculturation to the Global Consumer Culture: Scale Development and Research Paradigm," <i>Journal of Business Research</i>, Vol. 60, No. 3, 249-259.</li> <li>• Churchill, G.A. (1979), "A Paradigm for Developing Better Measures of Marketing Constructs," <i>Journal of Marketing Research</i>, Vol. 14 (February), 64-73.</li> <li>• Peter, J.P. (1981), "Construct Validity: A Review of Basic Issues and Marketing Practices," <i>Journal of Marketing Research</i>, Vol. 18 (May), 133-145.</li> <li>• Richins, M.L. (1997), "Measuring Emotions in the Consumption Experience," <i>Journal of Consumer Research</i>, Vol. 24 (September), 127-146.</li> </ul>

**Feb 18-22, 2012: Family Day and Reading Week (no scheduled classes).  
A good time to work on your term papers.**

<b>7</b> <b>Feb 26</b>	<b>Survey Research</b> <ul style="list-style-type: none"> <li>• Cleveland, M. &amp; Chang, W. (2009), "Migration and Materialism: The Roles of Ethnic Identity, Religiosity, and Generation," <i>Journal of Business Research</i>, Vol. 60, No. 10, 963-971.</li> <li>• Cleveland, M.; Pons, F.; Laroche, M. &amp; Kastoun, R. (2009), "Acculturation and Consumption: Textures of Cultural Adaptation," <i>International Journal of Intercultural Relations</i>, Vol. 33, No. 3, 196-212.</li> <li>• Cleveland, M.; Kalamas, M. &amp; Laroche, M. (2005), "Shades of Green: Linking Environmental Locus of Control and Pro-Environmental Behaviors," <i>Journal of Consumer Marketing</i>, Vol. 22, No. 4, 198-212.</li> <li>• Kalamas, M.; Cleveland, M.; Laroche, M. &amp; Laufer, R. (2006), "The Critical Role of Congruency in Prototypical Brand Extensions," <i>Journal of Strategic Marketing</i>, Vol. 14 (September), 193-210.</li> </ul>
<b>8</b> <b>Mar 5</b>	<b>Sampling, External Validity, and Response Biases</b> <ul style="list-style-type: none"> <li>• Schwarz, N. (1999), "Self-Reports: How the Questions Shape the Answers," <i>American Psychologist</i>, Vol. 54, No. 2, 93-105.</li> <li>• Baumgartner, H. &amp; Steenkamp, J.-B. E. M. (2001), "Response Styles in Marketing Research: A Cross-National Investigation," <i>Journal of Marketing Research</i>, Vol. 38, No. 2, 143-156.</li> <li>• Lynch, J.G., Jr. (1982), "On the External Validity of Experiments in Consumer Research," <i>Journal of Consumer Research</i>, Vol. 9, No. 3, 225-239.</li> </ul>
<b>9</b> <b>Mar 12</b>	<b>Experimentation</b> <ul style="list-style-type: none"> <li>• Laroche, M.; Cleveland, M. &amp; Maravelakis, I. (2006), "Competitive Advertising and Ad Repetition Effects: Comparing High- and Low-Share Brands," <i>International Journal of Advertising</i>, Vol. 25, No. 3, 271-307.</li> <li>• Grohmann, B. (2009), "Gender Dimensions of Brand Personality," <i>Journal of Consumer Research</i>, Vol. 46, No. 1, 105-119.</li> <li>• Pechmann, C. &amp; Shih, C.-F. (1999), "Smoking Scenes in Movies and Antismoking Advertisements before Movies: Effects on Youth," <i>Journal of Marketing</i>, Vol. 63, No. 3, 1-13.</li> </ul>

<b>Week</b>	<b>Topics, Assigned Readings (READ ALL—unless otherwise noted)</b>
<b>10 Mar 19</b>	<b>Decision-Making</b> <ul style="list-style-type: none"> <li>• Thaler, R. (1985), "Mental Accounting and Consumer Choice," <i>Marketing Science</i>, Vol. 4, No. 3, 199-214.</li> <li>• Bettman, J.R.; Luce, M.F. &amp; Payne, J.W. (1998), "Constructive Consumer Choice Processes," <i>Journal of Consumer Research</i>, Vol. 25 (December), 187-217.</li> <li>• Simonson, I. &amp; Tversky, A. (1992), "Choice in Context: Tradeoff Contrast and Extremeness Aversion," <i>Journal of Marketing Research</i>, Vol. 29, No. 3, 281-295.</li> </ul>
<b>11 Mar 26</b>	<b>International Consumer Research</b> <ul style="list-style-type: none"> <li>• Cleveland, M.; Laroche, M. &amp; Papadopoulos, N. (2009), "Cosmopolitanism, Consumer Ethnocentrism, a Materialism: An Eight-Country Study of Antecedents and Outcomes," <i>Journal of International Marketing</i> Vol. 17, No 1, 116-146.</li> <li>• Markus, H. R. &amp; Kitayama, S. (1991), "Culture and the Self: Implications for Cognition, Emotion, and Motivation," <i>Psychological Review</i>, Vol. 98, No. 2, 224-253.</li> <li>• Alden, D.L.; Steenkamp, J.-B. E.M. &amp; Batra, R. (2006), "Consumer Attitudes toward Marketplace Globalization: Structure, Antecedents, and Consequences," <i>International Journal of Research in Marketing</i>, Vol. 23, No. 3, 227-239.</li> </ul>
<b>12 Apr 2</b>	<b>Services Marketing</b> <ul style="list-style-type: none"> <li>• <b>WRITTEN TERM PAPERS DUE</b></li> <li>• Zeithaml, V.A.; Berry, L.L. &amp; Parasuraman, A. (1996), "The Behavioral Consequences of Service Quality," <i>Journal of Marketing</i>, Vol. 60 (April), 31-46.</li> <li>• Laroche, Michel; Ueltschy, Linda C.; Abe, Shuzo; Cleveland, Mark &amp; Yannopoulos, Peter (2004), "Service Quality Perceptions and Customer Satisfaction: Evaluating the Role of Culture," <i>Journal of International Marketing</i>, Vol. 12, No. 3, 58-85.</li> <li>• Hui, M.K.; Thakor, M.V. &amp; Gill, R. (1998), "The Effect of Delay Type and Service Stage on Consumers' Reactions to Waiting," <i>Journal of Consumer Research</i>, Vol. 24 (March), 469-480.</li> </ul>
<b>13 Apr 9</b>	<b>PRESENTATIONS OF TERM PAPERS</b> <ul style="list-style-type: none"> <li>• Depending on class size, approximately 10-15 minutes per student, including time for questions.</li> </ul>

**WRITE DOWN THE DATES/TITLES OF THE ARTICLES THAT YOU ARE RESPONSIBLE FOR HERE:**

**Presentation date**

**Article title/author/publication date**

**1.**

**2.**

**3.**

## CODE OF CONDUCT:

Students are expected attend all classes, and to remain in attendance throughout the entire class. It is also expected that students will remain focused on the activities during the class. **Disruptive talking will not be tolerated. If you bring a laptop/handheld device to class and decide to check email/chat/surf, etc., you will be asked to leave the room. Cell phones shall not be used (nor should they be left on) during class. Failure to abide by these basic courtesies will negatively impact your grade.**

If you, as an individual student, find it necessary to leave the classroom during a lecture and/or presentation, do so quietly (i.e., for an emergency that cannot wait until the end of the class). If you return to a class that is still in progress, do so quietly. Groups of students leaving (and/or returning) together while a class is in progress will not be tolerated. Research shows that failure to attend class can have a negative impact on one's grade. All students are responsible for all course material.

**Late submissions of any course material are generally not accepted**, unless there are extraordinary circumstances (such as illness) that are acceptable to the course instructor.

**Please take note of the following information** relating to plagiarism, cheating, academic policies, and in-class conduct.

**Plagiarism:** *"Students must write their own essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence."* (see Scholastic Offence Policy in the Western Academic Calendar)."

**Plagiarism Checking:** *"All required papers may be subject for textual similarity review to the commercial plagiarism software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between the University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."*

**Academic Cheating:** *"Computer-marked multiple-choice tests and/or exams may be subject to submission review by software that will check for unusual coincidences in answer patterns that may indicate cheating."*

**Other Relevant Academic Policies/Regulations:** *All students are advised to refer to the Academic Calendar and other relevant documentation for other relevant academic policies and regulations (e.g., academic cheating, attendance, etc.).*

## MOS GRADE DISTRIBUTION POLICY:

(Approved by the BMOS Faculty as a whole at the Year-end meeting May, 2010 and reviewed by the Advisory Committee September 2010)

In order to maintain parity across sections and courses, and to ensure that uniform standards of performance are maintained within the BMOS Program, instructors will be expected to adhere to the following guidelines when submitting end of term marks. Where such guidelines are not followed, final course marks may be adjusted at the discretion of the Program Director prior to submission to the Registrar's office.

**1000-2999 level courses:** *Mean of between 65-70% for all sections of the same course taught by the same instructor in that semester; A's not to exceed 20 percent of all marks submitted; A's and B's not to exceed C's and D's and F's.*

**3300-4499 level courses;** *Mean of between 70-75% for all sections of the same course taught by the same instructor in that semester; A's not to exceed 25 percent of all marks submitted; A's and B's not to exceed 70 percent of all marks submitted.*

These guidelines are waived in classes of fewer than 25 students. However, it is expected that instructors will establish a meaningful distribution reflecting the full range of student performance.

## ACCESSIBILITY STATEMENT:

DAN Management and Organizational Studies strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may wish to contact Services for Students with Disabilities (SSD) at 661-2111 extension 82147 for any specific questions regarding an accommodation. More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>.

## GENERAL INFORMATION:

### 1. University Policy Regarding Illness

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, **in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation supplied (see below for process) indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.**

**Documentation shall be submitted, as soon as possible, to the appropriate Dean's office (the Office of the Dean of the student's Faculty of registration/home Faculty) together with a request for relief specifying the nature of the accommodation being requested.** These documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy [<http://www.uwo.ca/univsec/handbook/general/privacy.pdf>].

**Once the petition and supporting documents have been received and assessed, appropriate academic accommodation shall be determined by the Dean's Office in consultation with the student's instructor(s).** Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty.

**Academic accommodation shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities. (Note: it will not be sufficient to provide documentation indicating simply that the student was seen for a medical reason or was ill.) A form to be completed by off-campus physicians is available at: <http://counselling.ssc.uwo.ca/forms/medicalNote.pdf>**

Whenever possible, students who require academic accommodation should provide notification and documentation **in advance of due dates, examinations**, etc. Students must follow up with their professors and their *Academic Counselling* office in a timely manner.

In the case of a final examination in the course, the student must arrange for a Special Examination or Incomplete through their Dean's office, for which you will be required to provide acceptable documentation.

If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Faculty Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence

rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered.

## 2. University Policy on Cheating and Academic Misconduct

- 2.1. **Cheating on exams will not be tolerated;** students are referred to the university policy on scholastic offenses (see section 9.0 below). Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating. Students found cheating will receive a zero (0%) on that exam. A number of safeguards will be employed to discourage cheating. For example, examination supervisors (proctors) of the tests may ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, etc. This is not meant as a personal affront nor as an accusation of cheating, rather as vigilant attempts at proctoring. A copy of guidelines about how to avoid cheating can be obtained from the office of the Ombudsperson, Room 251 University Community Centre, (519) 661-3573.
- 2.2. **Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses.** Students are urged to read the section on Scholastic Offenses in the Academic Calendar. Note that such offenses include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is inappropriate, consult your instructor. **A claim that "you didn't know it was wrong" will not be accepted as an excuse.**
- 2.3. The **penalties** for a student guilty of a scholastic offense include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

## 3. Procedures For Appealing Academic Evaluations

In the first instance, all appeals of a grade must be made to the course instructor (informal consultation). If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Assistant Program Director or Designate of the BMOS program. If the response of the Assistant Director is considered unsatisfactory to the student, he/she may then appeal to the Dean of the Faculty in which the course of program was taken. Only after receiving a final decision from the Dean, may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office.

## 4. Support Services

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>

Student Support Services (*including the services provided by the USC listed here*) can be reached at: <http://westernusc.ca/services/>

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help."

**For The University of Western Ontario Senate Regulations, please see the Handbook of Academic and Scholarship Policy at: <http://www.uwo.ca/univsec/handbook/>**