
MOS 4423G: SEMINAR IN CONSUMER RESEARCH

Course Outline: Sections 001 & 002/Winter 2017

1. Course Information:

1.1 Class Locations and Time:

Room: UCC-58 (Section 001), WL-257 (Section 002)

Time: Mondays, 930am-1230pm (Section 001), Tuesdays 930am-1230pm (Section 002)

1.2 Contact Information:

Instructor: Dr. Mark Cleveland (BComm, MSc, PhD), *Dancap Private Equity Professor of Consumer Behavior, Associate Professor of Marketing*

Office: SSC-4315

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Website Address: <http://owl.uwo.ca/portal> [MOS 4423G 001 FW16]. Same address for both sections.

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 also wish to contact Services for Students with Disabilities (SSD) at 519-661-2111 extension 82147 for any specific question regarding an accommodation. More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>

2. Calendar Description

2.1 Course 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
3 lecture hours, 0.5 course, Antirequisite(s): N/A

Prerequisite(s): 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.

2.2 Senate Regulations

Senate Regulations state, “Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

3. 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 links for these articles are on the OWL-Sakai course webpage (select “Course Readings” from menu on left-hand side, which will take you to the Ares course readings website (UWO libraries). You are responsible for downloading (and printing, or saving the pdf on your laptop) and reading ALL the articles listed in the course outline. **Assigned articles must be read prior to class.**

4. Course Objectives and Format

4.1 Course objectives

This course is specifically designed for MOS students enrolled in the Honors Specialization in Consumer Behavior, and is particularly relevant also for those students that are taking MOS 4999E (*Thesis*). As part of their degree, Honors Specialization with 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.

4.2 Course format

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.

5. Learning Outcomes

- Generate critical thinking and creative abilities with respect to theoretical approaches and assumptions in consumer research, evaluating the appropriateness and limitations of different methodologies and analytical approaches.
- Generate and design a marketing study to investigate and solve a novel and managerially relevant research question. Students will gain experience formulating a research question, constructing a theoretical framework from an identification and interpretation of relevant literature, and generate hypotheses. They will apply their learned knowledge in justifying appropriate research design, data collection, and statistical analyses techniques, identify the limitations of the proposed research, and conclude managerial and theoretical implications of the research.
- Explain how various consumer behavior phenomena are operationalized and measured, and contrast the different approaches used to study consumer behavior; as well as appraise the conditions/circumstances for applying and revising these approaches.
- Refine oral presentation abilities and essay-writing skills, as well as manage peer learning by explaining material, formulating questions, and leading group discussions.

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

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. 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.

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. 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:

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.

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.

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.

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.

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.

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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II. Three Written/Oral Academic Article Summaries/Critiques (45%):

Beginning on week 2, 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.

III. Term Project (35%): Written Paper (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/pair 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/pair 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. an 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: APA method must be used for citation and referencing: please consult information posted on OWL-Sakai)
- 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	Approx. allocation	Sugg't. 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>	
	100%	

On the **last week of class (week 13)**, depending on the size of the class, students/pairs will give a 12-15 minute (plus an additional 5 minutes for questions and answers) *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

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

Students are **REQUIRED TO COMPLETE ALL COMPONENTS** of this course. There are no exceptions to this. Extra assignments to improve grades **will NOT** be allowed.

Grades will **not** be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: *You* are responsible for your grades in this course.

7. Topic Schedule

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

NOTE: ^aSection 001 (first date), ^bSection 002 (second date)

WEEK 1 (Jan 9^a - Jan 10^b): ORIENTATION AND CRITICAL THINKING

- Assignment articles for written critique and oral presentation
- Research Presentation by Professor, In-Class Exercises, Critical Thinking Examples
- Class discussion on consumer research: avenues and approaches
- **Holbrooke, M.B. (1987)**, "What is Consumer Research?" *Journal of Consumer Research*, 14(1), 128-132.

WEEK 2 (Jan 16^a - Jan 17^b): "CLASSICS" OF BEHAVIORAL SCIENCE, PARADIGMS AND THE EVOLUTION OF CONSUMER RESEARCH

- **Festinger, L. & Carlsmith, J.M. (1959)**, "Cognitive Consequences of Forced Compliance," *Journal of Abnormal and Social Psychology*, 58(2), 203-210.
- **Sherif, M. (1958)**, "Superordinate Goals in the Reduction of Intergroup Conflict," *American Journal of Sociology*, 63(4), 349-356.
- **Milgram, S. (1963)**, "Behavioral Study of Obedience," *Journal of Abnormal and Social Psychology*, 67(4), 371-378.
- **Hardin, G. (1968)**, "The Tragedy of the Commons," *Science*, 162(3859), 1243-1248.
- SUGGESTED (OPTIONAL) BACKGROUND READINGS (Helpful readings for your term project):
 - Calder, B.J., Phillips, L.W. and Tybout, A.M. (1981), "Designing Research for Application," *Journal of Consumer Research*, 8(Sept.), 197-207.
 - Bazerman, M.H. (2001), "Consumer Research for Consumers," *Journal of Consumer Research*, 27(4), 499-504.
 - Craig, C.S. & Douglas, S. P. (2001), "Conducting International Marketing Research in the Twenty-First Century," *International Marketing Review*, 18(1), 80-90.

WEEK 3 (Jan 23^a - Jan 24^b): THEORIZING AND TESTING THEORIES

- **McCracken, G. (1986)**, "Culture and Consumption: A Theoretical Account of the Structure and Movement of the Cultural Meaning of Consumer Goods," *Journal of Consumer Research*, 13(1), 71-84.
- **Schwartz, S.H., & Boehnke, K. (2003)**, "Evaluating the Structure of Human Values with Confirmatory Factor Analyses," *Journal of Research in Personality*, 38(3) 230-255.
- **Keller, K.L. (1993)**, "Conceptualizing, Measuring, and Managing Customer-Based Brand Equity," *Journal of Marketing*, 57(Jan.), 1-22.
- **Arnould, E. & Thompson, C.J. (2005)**, "Consumer Culture Theory (CCT): Twenty Years of Research," *Journal of Consumer Research*, 31(3), 868-882.

WEEK 4 (Jan 30^a - Jan 31^b): QUALITATIVE RESEARCH

- **DUE: PRELIMINARY PROJECT INFORMATION (½ PAGE SUMMARY OF CB TOPIC)**
- **Schouten, J.W. & McAlexander, J.H. (1995)**, "Subcultures of Consumption: An Ethnography of the New Bikers," *Journal of Consumer Research*, 22(1), 43-61.
- **Fournier, S. (1998)**, "Consumers and Their Brands: Developing Relationship Theory in Consumer Research," *Journal of Consumer Research*, 24(March), 343-373.
- **Askegaard, S.; Arnould, E.J. & Kjeldgaard, D. (2005)**, "Postassimilationist Ethnic Consumer Research: Qualifications and Extensions," *Journal of Consumer Research*, 32(June), 160-169.
- **Holt, D.B. (1998)**, "Does Cultural Capital Structure American Consumption?" *Journal of Consumer Research*, 25(June), 1-25.

WEEK 5 (Feb 6^a - Feb 7^b): EXPLORATORY QUANTITATIVE RESEARCH

- Laroche, M.; Cleveland, M. & Browne, E. (2004), "Exploring Age-Related Differences in Information Acquisition for a Gift Purchase," *Journal of Economic Psychology*, 25(1), 61-95.
- Belk, R.W. (1985), "Materialism: Trait Aspects of Living in the Material World," *Journal of Consumer Research*, 12(3), 265-280.
- *Tse, D.K.; Belk, R.W. & 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," *Journal of Consumer Research*, 15(4), 457-472.

WEEK 6 (Feb 13^a – Feb 14^b): MEASURING CONSTRUCTS AND SCALE DEVELOPMENT

- Cleveland, M. & Laroche, M. (2007), "Acculturation to the Global Consumer Culture: Scale Development and Research Paradigm," *Journal of Business Research*, 60(3), 249-259.
- Churchill, G.A. (1979), "A Paradigm for Developing Better Measures of Marketing Constructs," *Journal of Marketing Research*, 14(Feb.), 64-73.
- Peter, J.P. (1981), "Construct Validity: A Review of Basic Issues and Marketing Practices," *Journal of Marketing Research*, 18(May), 133-145.
- Richins, M.L. (1997), "Measuring Emotions in the Consumption Experience," *Journal of Consumer Research*, 24(Sept.), 127-146.

Feb 20-24, 2016: Family Day and Reading Week (no scheduled classes).

A good time to work on your term papers.

WEEK 7 (Feb 27^a – Feb 28^b): SURVEY RESEARCH

- Cleveland, M. & Chang, W. (2009), "Migration and Materialism: The Roles of Ethnic Identity, Religiosity, and Generation," *Journal of Business Research*, 60(10), 963-971.
- Cleveland, M.; Pons, F.; Laroche, M. & Kastoun, R. (2009), "Acculturation and Consumption: Textures of Cultural Adaptation," *International Journal of Intercultural Relations*, 33(3), 196-212.
- Cleveland, M.; Kalamas, M. & Laroche, M. (2005), "Shades of Green: Linking Environmental Locus of Control and Pro-Environmental Behaviors," *Journal of Consumer Marketing*, 22(4), 198-212.
- Kalamas, M.; Cleveland, M.; Laroche, M. & Laufer, R. (2006), "The Critical Role of Congruency in Prototypical Brand Extensions," *Journal of Strategic Marketing*, 14(Sept.), 193-210.

WEEK 8 (Mar 6^a - Mar 7^b): SAMPLING, EXTERNAL VALIDITY, AND RESPONSE BIASES

- Schwarz, N. (1999), "Self-Reports: How the Questions Shape the Answers," *American Psychologist*, 54(2), 93-105.
- Baumgartner, H. & Steenkamp, J.-B. E. M. (2001), "Response Styles in Marketing Research: A Cross-National Investigation," *Journal of Marketing Research*, 38(2), 143-156.
- Lynch, J.G., Jr. (1982), "On the External Validity of Experiments in Consumer Research," *Journal of Consumer Research*, 9(3), 225-239.
- Fisher, R.J. (1993), "Social Desirability Bias and the Validity of Indirect Questioning," *Journal of Consumer Research*, 20(2), 303-315.

WEEK 9 (Mar 13^a – Mar 14^b): EXPERIMENTATION

- Laroche, M.; Cleveland, M. & Maravelakis, I. (2006), "Competitive Advertising and Ad Repetition Effects: Comparing High- and Low-Share Brands," *International Journal of Advertising*, 25(3), 271-307.
- Grohmann, B. (2009), "Gender Dimensions of Brand Personality," *Journal of Marketing Research*, 46(1), 105-119.
- Pechmann, C. & Shih, C.-F. (1999), "Smoking Scenes in Movies and Antismoking Advertisements before Movies: Effects on Youth," *Journal of Marketing*, 63(3), 1-13.
- Till, B.D. & Busler, M. (2000), "The Match-Up Hypothesis: Physical Attractiveness, Expertise, and the Role of Fit on Brand Attitude, Purchase Intent, and Brand Beliefs," *Journal of Advertising*, 29(3), 1-13.

WEEK 10 (Mar 20^a - Mar 21^b): DECISION-MAKING

- Thaler, R. (1985), "4," *Marketing Science*, 4(3), 199-214.
- Bettman, J.R.; Luce, M.F. & Payne, J.W. (1998), "Constructive Consumer Choice Processes," *Journal of Consumer Research*, 25(Dec.), 187-217.
- Simonson, I. & Tversky, A. (1992), "Choice in Context: Tradeoff Contrast and Extremeness Aversion," *Journal of Marketing Research*, 29(3), 281-295.
- Saad, G.; Cleveland, M. & Ho, L. (2015), "Individualism-Collectivism and the Quantity versus Quality Dimensions of Individual and Group Creative Performance," *Journal of Business Research*, 68(3), 578-586.

WEEK 11 (Mar 27^a – Mar 28^b): INTERNATIONAL CONSUMER RESEARCH

- Cleveland, M.; Laroche, M. & Papadopoulos, N. (2009), "Cosmopolitanism, Consumer Ethnocentrism, and Materialism: An Eight-Country Study of Antecedents and Outcomes," *Journal of International Marketing*, 17(1), 116-146.
- Markus, H. R. & Kitayama, S. (1991), "Culture and the Self: Implications for Cognition, Emotion, and Motivation," *Psychological Review*, 98(2), 224-253.
- Verlegh, P.W.J. & Steenkamp, J-B.E.M. (1998), "A Review and Meta-analysis of Country-of-Origin Research," *Journal of Economic Psychology*, 20(5), 521-546.
- Winit, W.; Gregory, G.; Cleveland, M. & Verlegh, P. (2014), "Global versus Local Brands: How Home Country Bias and Price Differences Impact Brand Evaluations," *International Marketing Review*, 31(2), 102-128.

WEEK 12 (Apr 4^a – Apr 5^b): PRESENTATIONS OF TERM PAPERS

- Depending on class size, approximately 12-15 minutes per student/pair, plus another 5-10 minutes for time for questions.

8. University Policy Regarding Illness

8.1 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/pdf/academic_policies/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://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.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.

8.2 Make Up Examinations

The student must write a make-up exam if the regularly scheduled exam is missed for reasons for which adequate documentation is received by the instructor (this documentation must be supplied by the Academic Counseling office).

8.3 Attendance

It is expected that students will attend all classes. Students are encouraged to obtain missed lecture notes from a fellow student.

9. University Policy on Cheating and Academic Misconduct

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 3135 WSSB, (519) 661-3573.

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.

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.

10. 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.

11. Student Responsibilities

Material covered in lectures will not always be the same as material covered in the textbook. These two sources should be viewed as complimentary and not redundant. As such, students who want to do well in this course are **strongly encouraged** to attend lectures on a regular basis. Please note that the instructor will not be providing copies of lectures notes or overheads. Therefore, if you miss a lecture, you should try to obtain this material from another student.

In this class, some students may be unaware that their private discussions are distracting to other people. If you feel that students are distracting your attention from the material, then you should ask them to be quiet. If you feel uncomfortable doing this (or the problem persists), then please see the instructor. In addition, please avoid engaging in private discussions with other students during the lectures.

To avoid unnecessary distractions, please arrive to each class on time.

12. Support Services

12.1 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/>
- Student Development Services can be reached at: <http://www.sdc.uwo.ca/>
- Students who are in emotional/mental distress should refer to Mental Health@Western http://www.health.uwo.ca/mental_health/ for a complete list of options about how to obtain help.

13. Other Issues

13.1 Grade Policy

The DAN Program has a grade policy which states that for courses in the 3000-4000 range, the class average must fall between 70% and 75% for all sections of a course taught by the same instructor. In very exceptional circumstances only, class averages outside this range may be approved by the Undergraduate Chair or Chair. Class averages are not grounds for appeal.

13.2 Short Absences.

If you miss a class due to minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or exam. Cover any readings and arrange to borrow the missed lectures notes from a classmate.

13.3 Extended Absences.

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed about your difficulties.

13.4 Academic Concerns.

If you are in academic difficulty, it is strongly recommended that you see your academic counsellor.

13.5 Important Dates:

January 5, 2017 Winter Session classes begin.

January 13, 2017 Last day to add a second-term half course

February 20, 2017 Family Day

February 20-24, 2017 Reading Week

March 7, 2017 Last day to drop a second-term half course without academic penalty

April 7, 2017 Winter Session classes end.

April 14, 2017 Good Friday

April 8, 2017 Study Day

April 9-30, 2017 April Examination period

14. Other Information

For The University of Western Ontario Senate Regulations, please see the Handbook of Academic and Scholarship Policy at: http://www.uwo.ca/univsec/academic_policies/index.html

15. E-mail Policies

The following policies apply to all emails between students and the Professor. Please respect the fact that the Professor receives hundreds of emails from students and must deal with those emails in a fair and organized manner. Non-acceptable emails will not receive a reply.

UWO.CA Email Addresses Only

For privacy reasons, students must use their Western email accounts to contact the Professor. The Professor will not respond to emails from non-uwo.ca addresses (e.g. hotmail.com, gmail.com, etc.).

Subject Line Must Include Course and Section Number

The subject line of emails must contain the name or number of the course, and the section number in which the student is enrolled. The Professor teaches different courses and sections and cannot properly respond to questions if he does not know which course or section you are enrolled in.

Acceptable Emails

- questions about the course content or materials
- asking to set up an appointment to ask questions or review an exam
- notification of illness or other special circumstances
- providing constructive comments or feedback about the course

Non-Acceptable Emails

- questions that may be answered on OWL or on this course outline
- asking when grades will be posted
- asking what grade a student received
- asking where or when an exam is scheduled or the material covered on an exam
- requests for grade increases, extra assignments, or reweighting of course components

BIOGRAPHICAL SKETCH OF DR. MARK CLEVELAND

Dr. Mark Cleveland (PhD, MSc, BComm, *John Molson School of Business*, at *Concordia University*, Montréal, Canada) is the *Dancap Private Equity Professor of Consumer Behavior*, an Associate Professor of Marketing (with tenure) in the DAN Management department (Faculty of Social Sciences), and Director of the Collaborative Graduate Program in Migration and Ethnic Relations, at the *University of Western Ontario* (London, Ontario, Canada). He also taught at the *John Molson School of Business* (*Concordia University*, Montréal), *HEC-Montréal* (*Université de Montréal*), *Euromed School of Management* (Marseille), and *Kedge Business School* (Marseille). He was also a Visiting Professor at *Vienna University of Economics and Business*. As coordinator of the Consumer Behavior area, Mark teaches numerous courses at the graduate and undergraduate levels, which presently includes marketing research, consumer behavior, consumer theory and methodology, and marketing management. Since 2013, Dr. Cleveland has been an Associate Editor for the *International Marketing Review*. He is also currently co-Editor of two special issues of journals, for the *International Marketing Review* and for the *Journal of Product and Brand Management*. He serves as an ad-hoc reviewer for numerous journals, and has served as a track chair for several international conferences, including the 2016 and 2017 European Marketing Association Conferences in Oslo and Groningen, respectively.

Mark's research spans several areas of marketing, with a special focus on cross-cultural consumer behavior; globalization, ethnic/social identity and acculturation; culture and decision-making; cosmopolitanism, materialism and consumer ethnocentrism; international market segmentation; services marketing, green marketing, gift-giving, advertising, psychometrics and scale development, as well as branding and internet shopping behavior. To date, Mark has published 31 journal articles, numerous book chapters, and a book on global consumer culture. His work appears in the *Journal of International Marketing*, the *International Marketing Review*, the *Journal of Business Research*, *Psychology & Marketing*, the *Journal of Interactive Marketing*, the *Journal of Economic Psychology*, the *International Journal of Advertising*, the *International Journal of Intercultural Relations*, the *Journal of Consumer Marketing*, the *Journal of Strategic Marketing*, the *Journal of Consumer Behavior*, the *Canadian Journal of Administrative Sciences*, and the *Journal of International Consumer Marketing*. His research has been presented at 38 conferences spanning 5 continents. He has conducted research on consumers living in 22 countries: the Americas (Canada, United States, Mexico, and Chile), Europe (United Kingdom, France, Germany, Slovakia, Sweden, Netherlands, Austria, Hungary, and Greece), and Asia (India, Taiwan, China, Korea, Japan, Thailand, Iran, Lebanon, and Turkey). Dr. Cleveland's cumulative scholarly work includes nearly 2200 citations on *Google Scholar*, and his research has been featured many times in the popular press, including the *New York Times*. He has received many awards for his scholarly activities, including 3 best paper awards, and the *Hans B. Thorelli Award* for an article that has made the most significant and long-term contribution to international marketing theory or practice.

Links to Mark Cleveland's research articles: <http://scholar.google.ca/citations?user=WWMNNIMAAAAJ>