

## Fall/Winter 2023/24 Course Syllabus

### **MOS 4423G Sections – 001, 002, 003 Seminar in Consumer Research**

Course Mode: In-Person

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#### **1. Course Information:**

##### **1.1 Class Location and Time:**

Section 001: Tuesdays, 130pm-430pm - See OWL Classroom Site for details.

Section 002: Tuesdays, 930am-1230pm - See OWL Classroom Site for details.

Section 003: Wednesdays 930am-1230pm - See OWL Classroom Site for details.

##### **1.2 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.

Antirequisite(s): none

Prerequisite(s): MOS 2320A/B (or MOS 3320A/B), MOS 3321F/G and MOS 3420F/G and enrolment in 4th year of a Consumer Behavior module in BMOS

##### **1.3 Accessibility:**

DAN Department of Management & 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.

Contact Academic Support & Engagement at <http://academicsupport.uwo.ca/> for information about Western's Accessible Education.

More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>

##### **1.4 Land Acknowledgement:**

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.

With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a

public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

<https://indigenous.uwo.ca/initiatives/docs/indigenous-land-acknowledgment.pdf>

## 1.5 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.”

This regulation is in regard to the PREREQUISITE COURSES required.

**Students not in BMOS are permitted to enroll in up to 1.0 MOS courses**, per the Academic Timetable. The requirement that states you must be in BMOS is lifted during registration on the priority lift dates as noted in the [Timetable](#).

## 2. Course Materials

**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 course webpage** (select “Course Readings” from menu on left-hand side, which will take you to the Ares course readings website (UWO libraries). The OWL site for all sections of this course for the Winter 2024 semester is **MOS 4423G 001 FW23**. You are responsible for downloading (and printing and/or saving the pdf on your laptop) and reading ALL the articles listed in the course outline. **Articles must be read prior to class.**

## 3. Course Objectives and Format

The DAN Department of Management and Organizational Studies as a whole draws upon an evidence-based management approach. Evidence-based management is the systematic process of gathering evidence from multiple sources, critically appraising the evidence, and using that evidence in making and evaluating management decisions to improve organizational performance.

### 3.1 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.

### 3.2 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 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 share 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.

## 4. 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.

## 5. Evaluation

Article Critique 1 (7 marks written, 8 marks presentation)	15%
Article Critique 2 (7 marks written, 8 marks presentation)	15%
Three pop quizzes (10 marks, best two out of three)	10%
Written Term Project ( <i>individual or in pair</i> )	35%
Oral Term project ( <i>individual or in pair</i> )	5%
Class Participation	<u>20%</u>
<b>TOTAL</b>	<b>100%</b>

### I. Pop Quizzes (10%)

On random days and at any time during class, there will be three pop quizzes, pertaining to the assigned readings for that week. The format of these pop quizzes will vary, and will include short answer questions, and possibly, multiple-choice and/or true-false questions. The best strategy for achieving success on these pop quizzes is to carefully read and reflect on (think about) each article prior to class. For example: What are the articles about? What was the rationale (motivation) for the research in each assigned paper? What was the methodology, the sample, and what approaches did the author(s) use to analyze the data? What were the main findings? What is the significance of this research from theoretical, practical (managerial) and potentially, policy perspectives?

If a student is absent/late for a class when there is a pop quiz, then it is not possible to drop the lowest mark, so in this case the grade will be the average result of the two quizzes that were taken. If two pop quizzes are missed, then the student will automatically lose half the grades allocated to this portion (e.g., if two quizzes missed due to absenteeism/lateness, and only one quiz is taken with a result of 8/10, the grade result for this portion will be 4/10). If all three quizzes are missed the student will get a zero grade for this portion of the course. There will be no substitutions granted for this part of the grade.

### II. 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: [mclevea@uwo.ca](mailto:mclevea@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 the 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.

**III. Two (2) Written/Oral Academic Article Summaries/Critiques (30%):**

**Beginning on week 2, each assigned article will be thoroughly reviewed by one student.** This will consist of a 4-page written article summary/critique (minimum of 4 full single-spaced pages and absolute maximum of 5 full single-spaced pages, not including references page, if applicable) using type-12 font and 1-inch margins throughout, not counting the cover page. **The papers assigned will also be presented orally to the class** (with a minimum [maximum] of 25 [33] minutes allocated to each presentation), using *PowerPoint*. After each presentation, all students will discuss the paper, with the presenting student leading the class in the discussion. If you are presenting, please remember to give the professor a paper copy of the slides (i.e., handouts, 4 or 6 slides per page, please), and to email a copy of your presentation.

Over the course of the semester, **each student will be responsible for conducting two article summaries/critiques** (each written paper component (x 2) is worth 7 marks, each presentation component (x 2) is worth 8 marks, thus 30 marks overall). In other words, for the two articles that students will present to the class, the grade breakdown for each is up to 7 marks for written summary/critique (graded out of 100) and 8 marks for oral presentation/discussion (also graded out of 100) (thus, a possible 7 and 8 marks, respectively, for the written and oral components of each assigned article). More details will be discussed in class, but the scope of the written review would generally include the following, with some exceptions made for conceptual (non-empirical) papers:

- i. Complete journal reference information. *Note:* this should be part of the cover page, and thus does not count as part of the 4-5 pages of the summary/critique.
- ii. A clear summary of the research problem, rationale (i.e., why is this worthy of study?), and objectives. A concise summary of the conceptual development of the paper (the development of theory) and abstract paraphrasing of the research hypotheses/propositions and/or theoretical model.
- iii. *If applicable*, a brief synopsis of research methodology employed, and analytical approaches. *If applicable*, a brief rundown and interpretation of the major findings, and conclusions (including the main theoretical and practical implications).
- iv. 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 develop their own ideas here, and not merely rely on the limitations disclosed by the paper's author(s).
  - This could include comments about the sample, generalizability of the findings, internal and external validity of the study, issues regarding the logic underpinning the hypotheses and interpretations of the findings, issues regarding the statistical analyses, major confounds or problems in the experimental design, or survey measures, etc.
  - 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)? As another example, a study that compares different ethnic/cultural groups, without considering differences in the interpretation of questionnaire items.
  - A contrived experimental situation that is unrealistic, and therefore, may lack external validity. Attempting to generalize findings from say, 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?).
  - The above list is not exhaustive.
- v. Some very specific recommendations for future research under the theme of the research topic. Students must develop their own ideas here, and not rely on the future research suggestions provided in the paper by the author(s). This should also include identifying relevant theoretical links to other papers assigned for this week's readings. For example,
  - What connections can you make between your assigned article and one or more of the other three articles that were also part of that week's readings, and how might the information further inform (build upon) the focal paper? What linkages may exist between the theories and variables discussed in this paper and in other papers, especially the articles from the same week, but also, if relevant, from previous weeks?
  - Are there recent publications by the same or different authors that build on the concepts advanced in this paper, and if so, how? Is there another paper that contradicts the theory and/or findings described in this paper, and if so, why are the findings discordant, and what does this mean for theory? Is there a concept (or are there several concepts/variables) that was (were) not considered in this paper that you think are highly relevant, and if so, why?
  - Could there be a different methodological approach to the topic addressed in the paper that you think could be more suitable, or that that could provide additional insights into the phenomena that was under investigation?

**As a general guideline**, the length of the written assignment should be about 50% summary (points i., ii, and iii.) and 50% critique and future research/integration (points iv. and v.). 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 will be checked for originality using *turnitin.com*.

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.

#### **IV. Term Project (40%): Written Paper (35%) 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 5th 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 11).** Each student/pair is expected to hand in two paper copies, and to provide one electronic copy (emailed to professor). 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)
- 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	Approx. 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 12)**, depending on the size of the class, students/pairs will give a 10- to 15-minute presentation (including time allocated for questions and answers) presentation of their term paper. Prior to the presentation, students will hand in a paper copy of the presentation slides (and send an electronic copy) 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.

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.**

The DAN Department has a grade policy which states that for courses in the 4000 range, the class average must fall between 72% and 77% 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.

## 6. Lecture and Examination Schedule

**The course outline and schedule are subject to change at the discretion of the instructor. Students must have all 4 articles read in advance of the associated scheduled session.**

→NOTE: <sup>a</sup>Sections 001 and 002 (Tuedays, first date), <sup>b</sup>Section 003 (Wednesdays, second date)

### **WEEK 1 (Jan 9<sup>a</sup> - Jan 10<sup>b</sup>): 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<sup>a</sup> - Jan 17<sup>b</sup>): “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.

## **WEEK 3 (Jan 23<sup>a</sup> - Jan 24<sup>b</sup>): 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<sup>a</sup> - Jan 31<sup>b</sup>): 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<sup>a</sup> - Feb 7<sup>b</sup>): 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.
- **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.

## **WEEK 6 (Feb 13<sup>a</sup> – Feb 14<sup>b</sup>): 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.
- **Cleveland, M. (2023: In Press)**, “Within and Between Two Worlds: Conceiving, Measuring, and Applying Mixed-ethnic Identity in Three Countries,” *Journal of International Marketing*.  
<https://journals.sagepub.com/doi/10.1177/1069031X231212859>
- **Richins, M.L. (1997)**, “Measuring Emotions in the Consumption Experience,” *Journal of Consumer Research*, 24(Sept.), 127-146.

**Feb 17-25, 2024: Family Day and Reading Week (no scheduled classes).  
A good time to work on your term papers.**

**WEEK 7 (Feb 27<sup>a</sup> – Feb 28<sup>b</sup>): SURVEY RESEARCH**

- **Cleveland, M. & Bartikowski, B. (2018)**, “Cultural and Identity Antecedents of Market Mavenism: Comparing Chinese at Home and Abroad,” *Journal of Business Research*, 82 (January), 354-363.
- **Cleveland, M. & Xu, C. (2019)**, “Multifaceted Acculturation in Multiethnic Settings,” *Journal of Business Research*, 103 (October), 250-260.
- **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.
- **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 5<sup>a</sup> - Mar 6<sup>b</sup>): 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 12<sup>a</sup> – Mar 13<sup>b</sup>): 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.
- **Hui, M.K.; Thakor, M.V. & Gill, R. (1998)**, “The Effect of Delay Type and Service Stage on Consumers’ Reactions to Waiting,” *Journal of Consumer Research*, Vol. 24 (March), 469-480.
- **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 29<sup>a</sup> - Mar 20<sup>b</sup>): DECISION-MAKING**

- **Thaler, R. (1985)**, “Mental Accounting and Consumer Choice,” *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 26<sup>a</sup> – Mar 27<sup>b</sup>): 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.
- **Laroche, M.; Ueltschy, L.C.; Abe, S.; Cleveland, M. & Yannopoulos, P. (2004)**, “Service Quality Perceptions and Customer Satisfaction: Evaluating the Role of Culture,” *Journal of International Marketing*, 12(3), 58-85.
- **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 2<sup>a</sup> – Apr 3<sup>b</sup>): PRESENTATIONS OF TERM PAPERS**

- Depending on class size, approximately 12-15 minutes per student/pair (including time for questions and answers).

## **7. Student Responsibilities**

Students should familiarize themselves with Western University Senate Regulations, please see:

[http://www.uwo.ca/univsec/academic\\_policies/index.html](http://www.uwo.ca/univsec/academic_policies/index.html).

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.

### **7.1 Respect**

Please act respectfully towards the classroom, the instructor and your fellow students. Acting respectfully means arriving on time, turning off phones, avoiding private discussions during lectures, refraining from viewing non-course material on your laptops, and cleaning up after yourself. Acting respectfully provides a better learning experience for everyone.

Private in-class discussions are distracting to students and the instructor. If other students are distracting your attention from the material, you should ask them to be quiet. If you feel uncomfortable doing this (or the problem persists), please see your instructor.

Late arrivals are also distracting. Please try to arrive on time for classes.

### **7.2 No Recording of Classes**

Students are not permitted to record any portion of a class, audio or video, without the prior written permission of the instructor.

### **7.3 Copyright Notice**

Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may **not** record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without the written consent of your instructor.

## **8. Exam Policies**

- Please note that there are no exams for this course.

## **9. E-mail Policies**

The following policies apply to all emails between students and the instructor. 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. Unacceptable emails will receive a reply saying only "Please see Email Policies on the course outline".

### **9.1 UWO.CA Email Addresses Only**

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

## 9.2 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 they do not know which course or section you are enrolled in.

## 9.3 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

## 9.4 Unacceptable 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

## 10. Attendance

It is expected that students will attend all classes. The professor does not provide access to lecture notes. Students are encouraged to obtain missed lecture notes from a fellow student.

### 10.1 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.

### 10.2 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.

## 11. Grade Fairness

Fairness requires that all students be treated equally and be evaluated using the criteria set out in this course outline. The evaluation criteria are based on actual achievement and not on how hard a student has tried.

Claims by students of an excellent academic history, good attendance record, need to obtain or maintain a scholarship, desire to be admitted to Ivey or graduate school, or other personal issues, cannot be used to justify a higher grade in the course or a reweighting of course components. There is no extra work or assignments available for extra credit or to “make up” for a course component that was missed or performed poorly.

**You, the student, are responsible for the grades earned.**

## 12. Posting of Grades

Midterm exam grades will be posted on OWL once the grades are available. Final exam grades and final course grades are not posted on OWL and are available once they have been posted by the Registrar under “Academic Summary” at the [Student Centre](#) website.

## **13. University Policy Regarding Illness, Absence and Accommodation**

### **13.1 Illness**

Students will need to provide a Student Medical Certificate if the absence is medical or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty Academic Counselling office to obtain more information about the relevant documentation.

For privacy reasons, students should also note that individual instructors should not receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. All documentation required for absences must be submitted to the Academic Counselling office of a student's Home Faculty.

For details on the Policy on Accommodation for Medical Illness, go to:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/academic\\_consideration.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration.pdf)

Students can download the Student Medical Certificate (SMC) here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf)

### **13.2 Accessible Education**

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic\\_Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf)

Students needing access to Accessible Education should register here:

[http://academicsupport.uwo.ca/accessible\\_education/index.html](http://academicsupport.uwo.ca/accessible_education/index.html)

### **13.3 Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

### **13.4 Make Up Examinations**

A student must write a make-up exam if any 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](#)).

There are no exams in this course.

## **14. University Policy on Cheating and Academic Misconduct**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

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 use of AI and translation tools in written work beyond a dictionary is not permitted unless permission is granted by the instructor for specific circumstances. Any work submitted must be the work of the student in its entirety unless otherwise disclosed. When used, any such AI or translation tool should be used ethically and responsibly, and students must cite or credit the tools used in line with the expectation to use AI as a tool to learn, not only to produce content.

A copy of guidelines about how to avoid cheating can be obtained from the Office of the Ombudsperson, Room 3135 WSSB, (519) 661-3573, [ombuds@uwo.ca](mailto:ombuds@uwo.ca).

Cheating on exams will not be tolerated; students are referred to the university policy on scholastic offenses. 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.

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.

## 15. Procedures For Appealing Academic Evaluations

1. In the first instance, all appeals of a grade must be made to the course instructor (informal consultation).
2. If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Undergraduate Chair of the Department of Management and Organizational Studies.
3. If the response of the Undergraduate Chair is considered unsatisfactory to the student, they may then appeal to the Dean of the Faculty in which the course of program was taken.
4. 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 Office of the Ombudsperson.

## 16. Support Services

### 16.1 Support Services

The Registrar's office provides you with information on services, courses, student finances, resources, latest news, as well as Student Central's hours of operation 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/>

Academic Support & Engagement can be reached at: <http://academicsupport.uwo.ca>

Students who are in emotional/mental distress should refer to Health and Wellness: <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

## 16.2 Academic Concerns.

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

### **Important Dates:**

January 8: Classes resume

February 19: Family Day. All offices closed

February 20–23: Spring reading week (No classes)

April 8: Last day of class

April 9-10: Study days

## Dr. Mark Cleveland BIO

Dr. Mark Cleveland is the *DanCap Private Equity Chair in Consumer Behavior* and Full Professor of Marketing, in the *DAN Department of Management and Organizational Studies*, at the *University of Western Ontario*. Dr. Cleveland 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, he has been an Associate Editor for *International Marketing Review*, and he is a member of the boards of several other academic journals. His research interests are interdisciplinary, spanning marketing, consumer behavior, social psychology, and international business, with a special focus on globalization, identity and culture, mixed ethnicity, cross-cultural consumer behavior, international market segmentation, sustainability and green marketing, and psychometrics. To date, he has conducted research on consumers living in 22 countries.

Dr. Cleveland has authored or co-authored more than 100 publications, including 49 journal articles, 10 book chapters, 2 books, and 55 conference papers. His scholarly work has more than 7500 citations on *Google Scholar*, and his research has featured in prominent media including *The New York Times*, *Forbes*, *The Globe and Mail*, *The Toronto Star*, *The Financial Post*, *La Presse*, *Psychology Today*, and *CBC's Marketplace*. He has been a consultant for numerous organizations, including *McKinsey and Co.*, *McCann Worldgroup*, and *Industry Canada*. Dr. Cleveland has received many awards for his scholarly activities, including four Best Paper Awards, numerous Best Conference Paper Awards, *Western's Faculty Scholar Award*, the *William R. Darden Best Paper Award in Research Methodology*, and the *Hans B. Thorelli Award*, from the *American Marketing Association*, for an article that has made the most significant and long-term contribution to international marketing theory or practice.

Google Scholar link: <https://scholar.google.ca/citations?user=WWMNNIMAAAAJ>

**TEACHING INTERESTS:** Consumer Behavior, Marketing Research, Methodology, Marketing Strategy

### PRIMARY RESEARCH INTERESTS:

- **Globalization, Culture and Consumption:** global consumer culture, cross-cultural consumer behavior, cosmopolitanism, xenocentrism, materialism, consumer ethnocentrism
- **Social influences on attitudes and behaviors:** mixed ethnic identity, conformity and normative social influence, social values and identities, multicultural identities of immigrants, ethnic diasporas, religiosity, social influences and self-esteem, understanding social change.
- **Proenvironmental Attitudes and Behaviors:** individual differences impacting sustainable thinking and behaviors, situational enablers and constraints that encourage and thwart enactment of pro-environmental behaviors.