



The University of Western Ontario
Dan Management and Organizational Studies
Faculty of Social Science



**MOS 4423-G WINTER 2012
SEMINAR IN CONSUMER RESEARCH
Section 001 (class # 15941)
Tuesdays 9:30am-12:30pm
Location: UCC-66**

COURSE CALENDAR DESCRIPTION:

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

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

COURSE INFORMATION:

Professor:	Dr. Mark Cleveland (B.Comm, M.Sc., Ph.D.) Dancap Private Equity Professor of Consumer Behavior Associate Professor of Marketing
Office:	SSC-3216
Office Telephone:	519-661-2111 extension 81464 [BMOS office: 519-664-2051]
Email:	<i>mclevela@uwo.ca</i>
Course Website:	WebCT-OWL: MOS 4423- 2011 Fall-Winter MOS 4423G 001 LEC
Office Hours:	Mondays 2:30pm-3:30pm Tuesdays 1:30pm-2:30pm

LEARNING OBJECTIVES:

This course is specifically designed for MOS students enrolled in the Consumer Behavior specialization. This course is particularly relevant for students enrolled in Honors Thesis Consumer Behavior specialization. As part of their degree, thesis students are required to conduct a novel study in a focused subject matter in consumer behavior.

The main objective of this seminar is to expose the student to advanced theories in consumer behavior, and to provide students with an appreciation of the myriad approaches employed in the study of consumer behavior phenomena. The focus of the seminar will be on the critical assessment of the theories, research designs, and analytical approaches employed to answer specific research questions. By taking this course, the student will:

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

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

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

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

including psychology, sociology, anthropology, economics, organizational and human resources, as well as from mathematics and statistics. This multidisciplinary and integrative nature of this seminar epitomizes the underlying rationale behind the MOS program, with its unique leverage of social science theories into business applications.

READINGS:

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

The course pack is available at *InPrint* (Room 78, UCC: 519-661-3578).

EVALUATION:

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

1. **Participation (20%):**

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

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

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

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

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

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

Over the course of the semester, **each student will be responsible for conducting three article summaries/critiques** (each worth 15 marks, for a total of 45 marks). Articles will be assigned during the first week of the course.

More details will be discussed in class, but the scope of the written review must include the following:

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

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

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

- How important is this research (timeliness, relevance, applicability, scope)?
- How convincing is 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). Do not worry too much if you encounter statistical jargon/methods that you are not familiar with. In these cases, you can assume that the statistical analyses were done competently. Focus instead on the authors' findings as expressed in written English.

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

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

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

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

- i. **Cover page** (give your study a descriptive title),
- ii. **Abstract** (150 words or less)
- iii. **Introduction**, including:
 - a. specification of the marketing research problem, importance (i.e., practical and theoretical significance, relevance), gaps in our understanding of the specific research topic,

- b. information needs and study objectives,
 - c. overview of the remainder of your proposal.
- iv. Theoretical background and research hypotheses** (this section should constitute approximately 40-50% of the overall length of your paper)
- a. thorough integrative appraisal of the extant relevant literature
 - b. construct definitions and operationalizations
 - c. articulation and presentation of testable (falsifiable) research hypotheses (this might also include a conceptual model)
- v. A detailed proposed methodology and intended analytical procedures**, including:
- a. the development of the measuring instruments (including scaling, coding, etc.)
 - b. proposed sample and sampling methodology
 - c. data collection method(s), manipulations (if applicable)
 - d. intended analytical procedures (including statistics, statistical assumptions, tools, etc.)
- vi. Anticipated managerial and theoretical implications** of the proposed research
- vii. Study limitations** (acknowledgement of the boundaries/shortcomings of the intended methodology and analytical approaches) **and conclusions**
- viii. References** (note: you must use an appropriate method of citation and referencing: AMA, APA, MLA methods are acceptable for this paper)
- ix. Appendices** (there is no limit on the number/length of Appendices):
- a. additional technical information, such as the details of an experimental design and procedure
 - b. All measures and methods of recording measures (e.g., questionnaires, and accompanying coding key in this section) and/or emotional/behavioral phenomena.

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

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

On the **last week of class (week 13)**, students will give a 15-20 minute (depending on the size of the class) presentation of their term paper, using *Powerpoint* (alternatively using overhead transparencies). Prior to the presentation, students will hand in a paper copy of the presentation slides to the professor. I will provide more details later during the semester concerning what I am looking for regarding the oral presentation but basically, I will evaluate the ability of you to clearly communicate to your fellow classmates the salient points of your written project.

Breakdown of Overall Grading Scheme

<i>The following weights will be assigned for each course evaluation component:</i>			<i>The following are the grade categories for the course from the Academic Calendar.</i>	
Grading Weights for Evaluation Components			Grade Categories	
Article Critique 1	15%		A+	90%+

Article Critique 2	15%	45%		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%				

No late submissions of any course material will be accepted, unless there are acceptable (to the course instructor) and due to extraordinary circumstances.

New Western Medical Accommodation Policy on Medical Notes: *A Western Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm>. Hard copies are available from the student's home Faculty Academic Counselling Service.*

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

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

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

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

SEQUENCE OF COURSE TOPICS:

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

Week	Topics, Assigned Readings (READ ALL—unless otherwise noted)
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<p>1 Jan 10</p>	<p>Orientation and Critical Thinking</p> <ul style="list-style-type: none"> • Assignment articles for written critique and oral presentation • Research Presentation by Professor, In-Class Exercises • Class discussion on consumer research: avenues and approaches • Critical Thinking: The Wheat and Chessboard Problem • Holbrooke, M.B. (1987), "What is Consumer Research?" <i>Journal of Consumer Research</i>, Vol. 14, No. 1, 128-132.
<p>2 Jan 17</p>	<p>"Classics" of Behavioral Science, Paradigms and the Evolution of Consumer Research</p> <ul style="list-style-type: none"> • Festinger, L. & Carlsmith, J.M. (1959), "Cognitive Consequences of Forced Compliance," <i>Journal of Abnormal and Social Psychology</i>, Vol. 58, No. 2, 203-210. • Sherif, M. (1958), "Superordinate Goals in the Reduction of Intergroup Conflict," <i>American Journal of Sociology</i>, Vol. 63, No. 4, 349-356. • Milgram, S. (1963), "Behavioral Study of Obedience," <i>Journal of Abnormal and Social Psychology</i>, Vol. 67, No. 4, 371-378. • Hardin, G. (1968), "The Tragedy of the Commons," <i>Science</i>, Vol. 162, No. 3859, 1243-1248. • SUGGESTED (OPTIONAL) BACKGROUND READINGS (Helpful readings for your term project): <ul style="list-style-type: none"> ○ Calder, B.J., Phillips, L.W. and Tybout, A.M. (1981), "Designing Research for Application," <i>Journal of Consumer Research</i>, Vol. 8 (September), 197-207. ○ Bazerman, M.H. (2001), "Consumer Research for Consumers," <i>Journal of Consumer Research</i>, Vol. 27, No. 4, 499-504. ○ Craig, C.S. & Douglas, S. P. (2001), "Conducting International Marketing Research in the Twenty-First Century," <i>International Marketing Review</i>, Vol. 18, No. 1, 80-90.
<p>3 Jan 24</p>	<p>Theorizing and Testing Theories →STUDENT PRESENTATIONS/CRITIQUES BEGIN</p> <ul style="list-style-type: none"> • McCracken, G. (1986), "Culture and Consumption: A Theoretical Account of the Structure and Movement of the Cultural Meaning of Consumer Goods," <i>Journal of Consumer Research</i>, Vol. 13, No. 1, 71-84. • Schwartz, S.H., & Boehnke, K. (2003), "Evaluating the Structure of Human Values with Confirmatory Factor Analyses," <i>Journal of Research in Personality</i>, Vol. 38, No. 3, 230-255. • Keller, K.L. (1993), "Conceptualizing, Measuring, and Managing Customer-Based Brand Equity," <i>Journal of Marketing</i>, Vol. 57 (January), 1-22.
<p>4 Jan 31</p>	<p>Qualitative Research</p> <ul style="list-style-type: none"> • 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," <i>Journal of Consumer Research</i>, Vol. 22, No. 1, 43-61. • Fournier, S. (1998), "Consumers and Their Brands: Developing Relationship Theory in Consumer Research," <i>Journal of Consumer Research</i>, Vol. 24 (March), 343-373. • Askegaard, S.; Arnould, E.J. & Kjeldgaard, D. (2005), "Postassimilationist Ethnic Consumer Research: Qualifications and Extensions," <i>Journal of Consumer Research</i>, Vol. 32 (June), 160-169.
<p>5 Feb 7</p>	<p>Exploratory Quantitative Research</p> <ul style="list-style-type: none"> • Laroche, Michel; Cleveland, Mark & Browne, Elizabeth (2004), "Exploring Age-Related Differences in Information Acquisition for a Gift Purchase," <i>Journal of Economic Psychology</i>, Vol. 25, 61-95. • Belk, R. W. (1985), "Materialism: Trait Aspects of Living in the Material World," <i>Journal of Consumer Research</i>, Vol. 12, No. 3, 265-280. • 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," <i>Journal of Consumer Research</i> , Vol. 15, No. 4, 457-472.
6 Feb 14	Measuring Constructs and Scale Development <ul style="list-style-type: none"> • Cleveland, M. & Laroche, M. (2007), "Acculturation to the Global Consumer Culture: Scale Development and Research Paradigm," <i>Journal of Business Research</i>, Vol. 60, No. 3, 249-259. • Churchill, G.A. (1979), "A Paradigm for Developing Better Measures of Marketing Constructs," <i>Journal of Marketing Research</i>, Vo. 14 (February), 64-73. • Peter, J.P. (1981), "Construct Validity: A Review of Basic Issues and Marketing Practices," <i>Journal of Marketing Research</i>, Vol. 18 (May), 133-145. • Richins, M.L. (1997), "Measuring Emotions in the Consumption Experience," <i>Journal of Consumer Research</i>, Vol. 24 (September), 127-146.
Feb 20-24, 2012: Reading Week (no scheduled classes). A good time to work on your term papers.	
7 Feb 28	Survey Research <ul style="list-style-type: none"> • Cleveland, M. & Chang, W. (2009), "Migration and Materialism: The Roles of Ethnic Identity, Religiosity, and Generation," <i>Journal of Business Research</i>, Vol. 60, No. 10, 963-971. • Cleveland, M.; Pons, F.; Laroche, M. & Kastoun, R. (2009), "Acculturation and Consumption: Textures of Cultural Adaptation," <i>International Journal of Intercultural Relations</i>, Vol. 33, No. 3, 196-212. • Cleveland, M.; Kalamas, M. & Laroche, M. (2005), "Shades of Green: Linking Environmental Locus of Control and Pro-Environmental Behaviors," <i>Journal of Consumer Marketing</i>, Vol. 22, No. 4, 198-212. • Kalamas, M.; Cleveland, M.; Laroche, M. & Laufer, R. (2006), "The Critical Role of Congruency in Prototypical Brand Extensions," <i>Journal of Strategic Marketing</i>, Vol. 14 (September), 193-210.
8 Mar 6	Sampling, External Validity, and Response Biases <ul style="list-style-type: none"> • Schwarz, N. (1999), "Self-Reports: How the Questions Shape the Answers," <i>American Psychologist</i>, Vol. 54, No. 2, 93-105. • Baumgartner, H. & Steenkamp, J.-B. E. M. (2001), "Response Styles in Marketing Research: A Cross-National Investigation," <i>Journal of Marketing Research</i>, Vol. 38, No. 2, 143-156. • Lynch, J.G., Jr. (1982), "On the External Validity of Experiments in Consumer Research," <i>Journal of Consumer Research</i>, Vol. 9, No. 3, 225-239.
9 Mar 13	Experimentation <ul style="list-style-type: none"> • Laroche, M.; Cleveland, M. & Maravelakis, I. (2006), "Competitive Advertising and Ad Repetition Effects: Comparing High- and Low-Share Brands," <i>International Journal of Advertising</i>, Vol. 25, No. 3, 271-307. • Grohmann, B. (2009), "Gender Dimensions of Brand Personality," <i>Journal of Consumer Research</i>, Vol. 46, No. 1, 105-119. • Pechmann, C. & Shih, C.-F. (1999), "Smoking Scenes in Movies and Antismoking Advertisements before Movies: Effects on Youth," <i>Journal of Marketing</i>, Vol. 63, No. 3, 1-13.
10 Mar 20	Decision-Making <ul style="list-style-type: none"> • Thaler, R. (1985), "Mental Accounting and Consumer Choice," <i>Marketing Science</i>, Vol. 4, No. 3, 199-214. • Bettman, J.R.; Luce, M.F. & Payne, J.W. (1998), "Constructive Consumer Choice Processes," <i>Journal of Consumer Research</i>, Vol. 25 (December), 187-217. • Simonson, I. & Tversky, A. (1992), "Choice in Context: Tradeoff Contrast and Extremeness Aversion," <i>Journal of Marketing Research</i>, Vol. 29, No. 3, 281-295.

11 Mar 27	International Consumer Research <ul style="list-style-type: none"> Cleveland, M.; Laroche, M. & Papadopoulos, N. (2009), "Cosmopolitanism, Consumer Ethnocentrism and Materialism: An Eight-Country Study of Antecedents and Outcomes," <i>Journal of International Marketing</i>, Vol. 17, No 1, 116-146. Hofstede, G. & Bond, M.H. (1984), "Hofstede's Culture Dimensions: An Independent Validation Using Rokeach's Value Survey," <i>Journal of Cross-Cultural Psychology</i>, Vol. 15, No. 4, 417-433. Alden, D.L.; Steenkamp, J.-B. E.M. & Batra, R. (2006), "Consumer Attitudes toward Marketplace Globalization: Structure, Antecedents, and Consequences," <i>International Journal of Research in Marketing</i>, Vol. 23, No. 3, 227-239.
12 Apr 3	Services Marketing <ul style="list-style-type: none"> WRITTEN TERM PAPERS DUE Zeithaml, V.A.; Berry, L.L. & Parasuraman, A. (1996), "The Behavioral Consequences of Service Quality," <i>Journal of Marketing</i>, Vol. 60 (April), 31-46. Laroche, Michel; Ueltschy, Linda C.; Abe, Shuzo; Cleveland, Mark & Yannopoulos, Peter (2004), "Service Quality Perceptions and Customer Satisfaction: Evaluating the Role of Culture," <i>Journal of International Marketing</i>, Vol. 12, No. 3, 58-85. Hui, M.K.; Thakor, M.V. & Gill, R. (1998), "The Effect of Delay Type and Service Stage on Consumers' Reactions to Waiting," <i>Journal of Consumer Research</i>, Vol. 24 (March), 469-480.
13 Apr 10	PRESENTATIONS OF TERM PAPERS <ul style="list-style-type: none"> <i>Depending on class size, approximately 10-15 minutes per student, including time for questions.</i>

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

<i>Presentation date</i>	<i>Article title/author/publication date</i>
1.	
2.	
3.	

CODE OF CONDUCT:

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

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

ACCESSIBILITY STATEMENT:

DAN Management and Organizational Studies strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities. Please

contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may wish to contact Services for Students with Disabilities (SSD) at 661-2111 #82147 for any specific questions regarding an accommodation. More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>.

GENERAL INFORMATION:

If, on medical or compassionate grounds, you are unable to meet your academic responsibilities, i.e., unable to write term tests or final examinations or complete course work by the due date, you should follow the instructions listed below. You should understand that academic accommodation will not be granted automatically on request. You must demonstrate that there are compelling medical or compassionate grounds that can be documented before academic accommodation will be considered. Read the instructions carefully. In all cases, action must be taken at the earliest possible opportunity, preferably prior to the scheduled examination, test or assignment.

1. Check the course outline to see if the instructor has a policy for missed tests, examinations, late assignments or attendance. The course outline should include the preferred method of contact (e-mail, phone, etc.).
2. Inform the instructor prior to the date of the scheduled time of the test or examination or due date of the assignment. If you are unable to contact the instructor, leave a message for him/her at the department office.
3. Bring your request for accommodation to the Academic Counselling Office, Room 2105, Social Science Centre, telephone 519 661-2011 or fax 519 661-3384. Be prepared to submit documentation of your difficulties.
4. If you decide to write a test or an examination you should be prepared to accept the mark you earn. Rewriting tests or examinations or having the value of the test or examination reweighted on a retroactive basis is not permitted.

TERM TESTS and MID-TERM EXAMS

1. If you are unable to write a term test, inform your instructor (preferably prior to the scheduled date of the test). If the instructor is not available, leave a message for him/her at the department office.
2. Be prepared, if requested by the instructor, to provide supporting documentation (see below for information on acceptable forms or documentation). Submit your documentation to the Academic Counselling Office.
3. Make arrangements with your professor to reschedule the test.
4. The Academic Counselling Office will contact your instructor to confirm your documentation.

FINAL EXAMINATIONS

1. You require the permission of the Dean, the instructor, and the Chair of the department in question to write a special final examination.
2. If you are unable to write a final examination, contact the Academic Counselling Office in the first instance to request permission to write a special final examination and to obtain the necessary form. You must also contact your instructor at this time. If your instructor is not available, leave a message for him/her at the department office.
3. Be prepared to provide the Academic Counselling Office and your instructor with supporting documentation (see below for information on documentation).
4. You must ensure that the Special Examination form has been signed by the instructor and Department Chair and that the form is returned to the Academic Counselling Office for approval without delay.

Note: Make sure you know the date, time and location of the special examination. For more information see [Examinations - Common Situations](#).

LATE ASSIGNMENTS

1. Advise the instructor if you are having problems completing the assignment on time (prior to the due date of the assignment).
2. Submit documentation to the Academic Counselling Office.
3. If you are granted an extension, establish a due date.
4. Extensions beyond the end of classes must have the consent of the instructor, the Department Chair and Dean. A Recommendation of Incomplete form must be filled out indicating the work to be completed and the date by which it is due. This form must be signed by the student, the instructor, the Department Chair, and the Dean's representative in the Academic Counselling Office.

SHORT ABSENCES

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

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. This must be done by the appropriate deadlines. (Refer to the Registrar's website for official dates.) The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed of your difficulties.

DOCUMENTATION

- **Personal Illness:** If you consult Student Health Services regarding your illness or personal problem, you should request a Student Medical Certificate from the physician. Once your documentation has been assessed, the academic counsellor will inform your instructor that academic accommodation is warranted.
 - If you were seen by an off-campus doctor, obtain a certificate from his/her office at the time of your visit. The off-campus medical certificate form must be used. <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>. The doctor must provide verification of the severity of the illness for the period in question. Notes stating "For Medical Reasons" are not considered sufficient.
 - **In Case of Serious Illness of a Family Member:** Obtain a medical certificate from the family member's physician.
 - **In Case of a Death:** Obtain a copy of the newspaper notice, death certificate or documentation provided by the funeral director.
 - **For Other Extenuating Circumstances:** If you are not sure what documentation to provide, ask an Academic Counsellor.
- **Note:** *Forged notes and certificates will be dealt with severely. To submit a forged document is a scholastic offense (see below) and you will be subject to academic sanctions.*

ACADEMIC CONCERNS

- You need to know if your instructor has a policy on late penalties, missed tests, etc. This information may be included on the course outline. If not, ask your instructor.
- You should also be aware of attendance requirements in courses such as Business and English. You can be debarred from writing the final examination if your attendance is not satisfactory.
- If you are in academic difficulty, check the minimum requirements for progression in your program. If in doubt, see your Academic Counsellor.
- If you are registered in Social Science courses but registered in another faculty (e.g., Arts or Science), you should immediately consult the Academic Counselling Office in your home faculty for instructions.

FAILED YEAR

Procedures for completing a [Waiver of the Progression Requirements](#) (DEADLINE IS JUNE 30). [Click here for BMOS Waiver of Progression Requirements](#).

In your petition letter, you must address all of the following questions:

- What were the extenuating circumstances which contributed most significantly to your poor academic performance.) When did the problem(s) arise? Appropriate supporting documentation (eg. medical note from a doctor to document problems, or a letter from a family member or close personal friend to support compassionate grounds) must be submitted with the petition. If you need more information regarding the submission of appropriate documentation, please contact the Dean's Office.
- Answer the following questions:
 1. What attempts did you make at the time you were encountering problems that affected your academic performance to contact your instructors, Academic Counsellors, the staff in Student Development Centre (Learning Skills Counsellors), the Ombudsperson, or Student Health Services?
 2. What academic accommodation did you request at the time you were experiencing major problems that were affecting your academic performance?
 3. What steps did you take to minimize the impact on your academic work of the difficulties that you were encountering?
 4. Approximately what percentage of classes did you attend in each course?
 5. What assignments/tests/labs/quizzes/exams did you complete in each course?
 6. Please record the grades you received for assignments/labs/tests/quizzes/exams, etc in each course. If you failed to complete all the course requirements, explain and provide reasons.
 7. Please list the final grade earned in each course in which you were registered during the past academic year.
- Why do you think you would be successful in University-level academic studies, if your petition was granted?
- What are your academic goals?
 - What is your long-term degree/program objective?
 - In what specific program do you wish to register during the coming year?
 - What specific courses do you wish to take during the coming year?

NOTE: In (b) and (c), do not list courses or programs for which you are not currently eligible. You must check the prerequisites for the program and courses you wish to take.