

**MOS 4423 FALL 2013**  
**SEMINAR IN CONSUMER RESEARCH**  
**Section 001 (class # 9690)**  
**Mondays 1:30pm-4:30pm**  
**Location: KB-K208**

**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.

**INSTRUCTOR INFORMATION:**

<b>Professor:</b>	Dr. Bonnie Simpson, PhD Assistant Professor of Marketing
<b>Office:</b>	SSC-4311
<b>Office Telephone:</b>	519-661-2111 extension 84927 [BMOS office: 519-664-2051]
<b>Email:</b>	bonnie.simpson@uwo.ca
<b>Course Website:</b>	OWL-Sakai: MOS 4423 001 FW13
<b>Office Hours:</b>	Mondays 9:30am-12:30pm Tuesdays 1:00pm-3:00pm Also by appointment

**COURSE OBJECTIVES:**

This course is specifically designed for MOS students enrolled in the Honors Specialization in Consumer Behavior, and is also highly relevant for students that are taking MOS 4999E (Thesis) while completing their Honors Specialization in Consumer Behavior. The main objective of this seminar is to expose students 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, students 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 recognizing 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.

This course follows a seminar method of academic instruction, where the main role of the professor during classroom sessions will be to serve as a seminar leader (coordinating presentations and subsequent discussions). 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. The premise of the class format 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 transpire in the course of conducting research.

#### **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 schedule in this syllabus. From time to time, the professor may assign additional (or substitute) readings from academic journals, practitioners' journals, and the popular press, to illustrate and expand upon the scheduled topics. Class sessions will be devoted to appraising, integrating, and—most of all—critiquing the assigned readings.

The custom course pack is available at the Book Store at Western.

#### **EVALUATION:**

This course has three evaluation components: participation, article critiques, and a term research project. 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 sessions. The objective of the classroom discussions will be to enhance comprehension of

the material by thoroughly critiquing the readings, as opposed to merely reviewing them. Students must therefore ask questions, share thoughts/interpretations, and moreover, debate/challenge the boundaries of the theories, assumptions, methodologies, and inferences made by the authors of the academic journal articles, as well as with the interpretations of your peers and professor. A portion of your participation mark will derive from your interactions and professionalism with others in this course.

*For each assigned article, it is 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) 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:

<b>A+</b>	<b>OUTSTANDING CONTRIBUTOR</b> (90%-100%, OR 18-20 MARKS). <ul style="list-style-type: none"> <li>Attends <u>all</u> classes. Always professional and punctual.</li> <li>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.</li> </ul>
<b>A</b>	<b>EXCELLENT CONTRIBUTOR</b> (80%-89%, OR 16-17 MARKS). <ul style="list-style-type: none"> <li>Attends <u>all</u> classes. Always professional and punctual.</li> <li>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.</li> </ul>
<b>B</b>	<b>GOOD CONTRIBUTOR</b> (70%-79%, OR 14-15 MARKS). <ul style="list-style-type: none"> <li>Attends all/almost all (justifying the <u>rare</u> absence) classes. Always professional and punctual.</li> <li>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.</li> </ul>
<b>C</b>	<b>ADEQUATE CONTRIBUTOR</b> (60%-69%, OR 12-13 MARKS). <ul style="list-style-type: none"> <li>Attends most classes.</li> <li>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.</li> </ul>
<b>D</b>	<b>POOR CONTRIBUTOR</b> (50%-59%, OR 10-11 MARKS). <ul style="list-style-type: none"> <li>Infrequent or occasional attendance.</li> <li>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</li> </ul>

	inability to respond appropriately to questions. Often unenthusiastic. Does not contribute to a positive atmosphere for meaningful discussion.
<b>F</b>	<b>UNSATISFACTORY CONTRIBUTOR (0%-49%, OR 0-9 MARKS).</b> <ul style="list-style-type: none"> <li>• Infrequent attendance.</li> <li>• 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.</li> </ul>

## 2. Three Article Critiques (45%):

Each week, students will appraise academic consumer research articles. Over the course of the semester, **each student will be responsible for three written article critiques** (each worth 15 marks, for a total of 45 marks), 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.

Beginning on week 2, each assigned article will be thoroughly critiqued by one student. This will consist of a written article critique (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 10 – 15 minutes allocated to each presentation), using PowerPoint if you prefer. After each presentation, all students will discuss the paper.

Articles will be assigned during the first week of the course. More details will be discussed in class, but the scope of the written critique should 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 3-4 pages of the 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 critiques 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*.

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

Working independently over the course of the term, students will prepare a detailed proposal for carrying out an empirical study. 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 **Tuesday October 8th** (at the latest), each student must submit a 1-page, typed overview of a very specific consumer research topic, which is then 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 obtain feedback and directions, which is much better administered in person rather than by email and it is recommended that you set up an appointment time.

**The final written project is due on December 2<sup>nd</sup>.** Each student is expected to hand in a paper copy at the beginning of class, and to provide one electronic copy (upload to Web-CT). In evaluating written research term projects, the following will be considered: 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). The organization of 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, or Harvard methods are acceptable)
- ix. Appendices (there is no limit on the number/length of appendices):

- a. additional technical information, such as the details of an experimental design and procedure
- b. All measures and methods of recording measures (e.g., questionnaires, and accompanying coding key in this section) and/or emotional/behavioral phenomena.

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

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

On **December 2<sup>nd</sup>** students will give a 12-20 minute (depending on the size of the class) presentation of their term research paper. Prior to the presentation, students will hand in a paper copy of presentation slides (if applicable) to the professor. Evaluation will be based on the ability to clearly communicate to your fellow classmates the salient points of your written project in a professional manner.

#### Breakdown of Overall Grading Scheme

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

**COURSE SCHEDULE:**

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

<b>Week</b>	<b>Topics, Assigned Readings (READ ALL—unless otherwise noted)</b>
<b>1</b> <b>Sept 9</b>	<b>Orientation and Critical Thinking</b> <ul style="list-style-type: none"> <li>• Assignment of articles for written critique and oral presentations</li> <li>• Research Presentation, In-Class Exercises, Critical Thinking</li> <li>• Holbrooke, M.B. (1987), "What is Consumer Research?" <i>Journal of Consumer Research</i>, Vol. 14, No. 1, 128-132.</li> <li>• Calder, Bobby J. and Alice M. Tybout (1987), "What Consumer Research Is...," <i>Journal of Consumer Research</i>, 14 (1), 136-140.</li> </ul>
<b>2</b> <b>Sept 16</b>	<b>"Classics" of Behavioral Science, Paradigms and the Evolution of Consumer Research</b> <ul style="list-style-type: none"> <li>• <b>ASSIGNMENT: STUDENT PRESENTATIONS/CRITIQUES BEGIN</b></li> <li>• Festinger, L. &amp; Carlsmith, J.M. (1959), "Cognitive Consequences of Forced Compliance," <i>Journal of Abnormal and Social Psychology</i>, 58 (2), 203-210.</li> <li>• Sherif, M. (1958), "Superordinate Goals in the Reduction of Intergroup Conflict," <i>American Journal of Sociology</i>, 63 (4), 349-356.</li> <li>• Milgram, S. (1963), "Behavioral Study of Obedience," <i>Journal of Abnormal and Social Psychology</i>, 67, (4), 371-378.</li> <li>• Bazerman, M.H. (2001), "Consumer Research for Consumers," <i>Journal of Consumer Research</i>, 27 (4), 499-504.</li> <li>• Calder, B.J., Phillips, L.W. and Tybout, A.M. (1981), "Designing Research for Application," <i>Journal of Consumer Research</i>, 8 (September), 197-207.</li> </ul>
<b>3</b> <b>Sept 23</b>	<b>Theorizing and Testing Theories</b> <ul style="list-style-type: none"> <li>• Arnould, Eric and Craig J. Thompson (2005), "Consumer Culture Theory (CCT): Twenty Years of Research," <i>Journal of Consumer Research</i>, 31 (4), 868-882.</li> <li>• McCracken, G. (1986), "Culture and Consumption: A Theoretical Account of the Structure and Movement of the Cultural Meaning of Consumer Goods," <i>Journal of Consumer Research</i>, 13 (1), 71-84.</li> <li>• Schwartz, S.H., &amp; Boehnke, K. (2003), "Evaluating the Structure of Human Values with Confirmatory Factor Analyses," <i>Journal of Research in Personality</i>, 38 (3), 230-255.</li> <li>• Keller, K.L. (1993), "Conceptualizing, Measuring, and Managing Customer-Based Brand Equity," <i>Journal of Marketing</i>, 57 (January), 1-22.</li> <li>• Fishbein, M. (1979), "A Theory of Reasoned Action: Some Applications and Implications," <i>Nebraska Symposium on Motivation</i>, 27, 65-116.</li> </ul>
<b>4</b> <b>Sept 30</b>	<b>Qualitative Research</b> <ul style="list-style-type: none"> <li>• Schouten, J.W. &amp; McAlexander, J.H. (1995), "Subcultures of Consumption: An Ethnography of the New Bikers," <i>Journal of Consumer Research</i>, 22 (1), 43-61.</li> <li>• Fournier, S. (1998), "Consumers and Their Brands: Developing Relationship Theory in Consumer Research," <i>Journal of Consumer Research</i>, 24 (March), 343-373.</li> <li>• Askegaard, S.; Arnould, E.J. &amp; Kjeldgaard, D. (2005), "Postassimilationist Ethnic Consumer Research: Qualifications and Extensions," <i>Journal of Consumer Research</i>, 32 (June), 160-169.</li> <li>• Visconti, Luca M., John F Sherry Jr., Stefania Borghini, and Laurel Anderson (2010), "Street Art, Sweet Art? Reclaiming the "Public" in Public Place," <i>Journal of Consumer Research</i>, 37 (3), 511-529.</li> <li>• Schau, Hope J. and Mary C. Gilly (2003), "We Are What We Post? Self-Presentation in Personal Web Space," <i>Journal of Consumer Research</i> 30 (December), 385-404.</li> </ul>

<b>Week</b>	<b>Topics, Assigned Readings (READ ALL—unless otherwise noted)</b>
<b>5</b> <b>Oct 7</b>	<p><b>NO CLASS – Association for Consumer Research conference travel</b></p> <ul style="list-style-type: none"> <li>• <b>DUE TUESDAY OCTOBER 8, 2013:</b> Preliminary term research project overview – 1 page summary of consumer behaviour topic that you propose to study. Today's class time would be well spent completing this overview!</li> </ul>
<b>6</b> <b>Oct 14</b>	<p><b>NO CLASS – Thanksgiving Monday</b></p>
<b>7</b> <b>Oct 21</b>	<p><b>Measuring Constructs and Scale Development</b></p> <ul style="list-style-type: none"> <li>• Churchill, G.A. (1979), "A Paradigm for Developing Better Measures of Marketing Constructs," <i>Journal of Marketing Research</i>, 14 (February), 64-73.</li> <li>• Peter, J.P. (1981), "Construct Validity: A Review of Basic Issues and Marketing Practices," <i>Journal of Marketing Research</i>, 18 (May), 133-145.</li> <li>• Weijters, Bert, Geuens, Maggie, and Hans Baumgartner (forthcoming), "The Effect of Familiarity with the Response Category Labels on Item Response to Likert Scales," <i>Journal of Consumer Research</i>, 368-381.</li> <li>• Richins, M.L. (1997), "Measuring Emotions in the Consumption Experience," <i>Journal of Consumer Research</i>, 24 (September), 127-146.</li> <li>• Haws, Kelly L., Rebecca Walker Naylor, Robin A. Coulter, and William O. Bearden (2012), "Keeping It All without Being Buried Alive: Understanding Product Retention Tendency," <i>Journal of Consumer Psychology</i>, 22 (April), 224-326.</li> </ul>
<b>8</b> <b>Oct 28</b>	<p><b>Survey and Exploratory Quantitative Research</b></p> <ul style="list-style-type: none"> <li>• Rindfleisch, Aric, Alan J. Malter, Shankar Ganesan, and Christine Moorman (2008), "Cross-Sectional Versus Longitudinal Survey Research: Concepts, Findings, and Guidelines," <i>Journal of Marketing Research</i>, 45 (3), 261-279.</li> <li>• Shrum, L.J., James E. Burroughs and Aric Rindfleisch (2005), "Television's Cultivation of Material Values," <i>Journal of Consumer Research</i>, 32 (3), 473-479.</li> <li>• Labay, Duncan G. and Thomas C. Kinnear (1981), "Exploring the Consumer Decision Process in the Adoption of Solar Energy Systems," <i>Journal of Consumer Research</i>, 8 (December), 271-278.</li> <li>• Belk, R. W. (1985), "Materialism: Trait Aspects of Living in the Material World," <i>Journal of Consumer Research</i>, 12 (3), 265-280.</li> <li>• Tse, D.K.; Belk, R.W. &amp; Zhou, N. (1989), "Becoming a Consumer Society: A Longitudinal and Cross-Cultural Content Analysis of Print Ads from Hong Kong, the People's Republic of China, and Taiwan," <i>Journal of Consumer Research</i>, 15 (4), 457-472.</li> </ul>
<b>9</b> <b>Nov 4</b>	<p><b>Sampling, External Validity, and Response Biases</b></p> <ul style="list-style-type: none"> <li>• Schwarz, N. (1999), "Self-Reports: How the Questions Shape the Answers," <i>American Psychologist</i>, 54 (2), 93-105.</li> <li>• Baumgartner, H. &amp; Steenkamp, J.B. (2001), "Response Styles in Marketing Research: A Cross-National Investigation," <i>Journal of Marketing Research</i>, 38 (2), 143-156.</li> <li>• Lynch, J.G., Jr. (1982), "On the External Validity of Experiments in Consumer Research," <i>Journal of Consumer Research</i>, 9 (3), 225-239.</li> <li>• Fisher, Robert J. (1993), "Social Desirability Bias and the Validity of Indirect Questioning," <i>Journal of Consumer Research</i>, 20 (2), 303-315.</li> <li>• Mick, David Glen (1996), "Are Studies of Dark Side Variables Confounded by Socially Desirable Responding? The Case of Materialism," <i>Journal of Consumer Research</i>, 23 (2), 106-119.</li> </ul>



<p><b>10</b> <b>Nov 11</b></p>	<p><b>Experimentation</b></p> <ul style="list-style-type: none"> <li>• Grohmann, B. (2009), "Gender Dimensions of Brand Personality," <i>Journal of Consumer Research</i>, 46 (1), 105-119.</li> <li>• Pechmann, C. and C.F. Shih (1999), "Smoking Scenes in Movies and Antismoking Advertisements before Movies: Effects on Youth," <i>Journal of Marketing</i>, 63 (3), 1-13.</li> <li>• White, Katherine, Rhiannon MacDonnell, and John H. Ellard (2012), "Belief in a Just World: Consumer Intentions and Behaviors Toward Ethical Products," <i>Journal of Marketing</i>, 76 (1), 103-118.</li> <li>• Dubois, David, Derek D. Rucker, and Adam D. Galinsky (2012), "Super Size Me: Product Size as a Signal of Status," <i>Journal of Consumer Research</i>, 38 (6), 1047-1062.</li> <li>• Petty, Richard E., John T. Cacioppo, and David Schumann (1983), "Central and Peripheral Routes to Advertising Effectiveness: The Moderating Role of Involvement," <i>Journal of Consumer Research</i>, 10 (2), 135-146.</li> </ul>
<p><b>11</b> <b>Nov 18</b></p>	<p><b>Decision-Making</b></p> <ul style="list-style-type: none"> <li>• Thaler, Richard (1985), "Mental Accounting and Consumer Choice," <i>Marketing Science</i>, 4 (3), 199-214.</li> <li>• Bettman, James R., M.F. Luce, and J.W. Payne (1998), "Constructive Consumer Choice Processes," <i>Journal of Consumer Research</i>, 25 (December), 187-217.</li> <li>• Simonson, Itamar and Amos Tversky (1992), "Choice in Context: Tradeoff Contrast and Extremeness Aversion," <i>Journal of Marketing Research</i>, 29 (3), 281-295.</li> <li>• Simonson, Itamar and Stephen M. Nowlis (2000), "The Role of Explanations and Need for Uniqueness in Consumer Decision Making: Unconventional Choices Based on Reasons," <i>Journal of Consumer Research</i>, 27 (1), 49-68.</li> <li>• Shiv, Baba and Alexander Redorikhin (1999), "Heart and Mind in Conflict: The Interplay of Affect and Cognition in Consumer Decision Making," <i>Journal of Consumer Research</i>, 26 (3), 278-292.</li> </ul>
<p><b>12</b> <b>Nov 25</b></p>	<p><b>Normative Influence Consumer Research</b></p> <ul style="list-style-type: none"> <li>• Cialdini, Robert B., Raymond R. Reno, and Carl A. Kallgren (1990), "A Focus Theory of Normative Conduct: Recycling the Concept of Norms to Reduce Littering in Public Places," <i>Journal of Personality and Social Psychology</i>, 58, 1015-1026.</li> <li>• Goldstein, Noah J., Robert B. Cialdini, and Vladas Griskevicius (2008), "A Room With A Viewpoint: Using Social Norms to Motivate Environmental Conservation in Hotels," <i>Journal of Consumer Research</i>, 35 (3), 472-82.</li> <li>• White, Katherine and Bonnie Simpson (2013), "When Do (and Don't) Normative Appeals Impact Sustainable Consumer Behaviors?," <i>Journal of Marketing</i>, 77 (2), 78-95.</li> <li>• Griskevicius, Vladas, Joshua M. Tybur, and Bram Van den Bergh (2010), "Going Green to Be Seen: Status, Reputation, and Conspicuous Conservation," <i>Journal of Personality and Social Psychology</i>, 98 (3), 392-404.</li> <li>• Beardon, William, O. and Randall L. Rose (1990), "Attention to Social Comparison Information: An Individual Difference Factor Affecting Consumer Conformity," <i>Journal of Consumer Research</i>, 16 (4), 461-471.</li> </ul>
<p><b>13</b> <b>Dec 2</b></p>	<p><b>PRESENTATION OF TERM PAPERS</b></p> <ul style="list-style-type: none"> <li>• <b>WRITTEN TERM PAPERS DUE</b></li> </ul> <p>Depending on class size, approximately 10-15 minutes per student, including time for questions.</p>

<b>WRITE DOWN THE DATES/TITLES OF THE ARTICLES THAT YOU ARE RESPONSIBLE FOR HERE:</b>	
<b>Presentation date</b>	<b>Article title/author/publication date</b>
1.	
2.	
3.	

**CODE OF CONDUCT**

**No late submissions of any course material will be accepted**, unless there are extraordinary circumstances (such as illness) that are acceptable to the course instructor. All assignments **must be submitted in hard copy**, no digital (e.g., by email) submissions will be accepted.

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

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

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

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

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

## **CLASSROOM CODE OF BEHAVIOUR:**

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. Research shows that failure to attend class can have a negative impact on one's grade.

**Cell phones should not be used (nor should they be left on) during class. While laptops are permitted (even encouraged), web-surfing and email checking, etc. will not be tolerated. This goes also for hand-held computers (e.g., Blackberry, iPhone).**

## **ACCESSIBILITY STATEMENT:**

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

## **GENERAL INFORMATION:**

### **1. University Policy Regarding Illness**

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

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

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

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

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

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

If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Faculty Academic Counseling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered.

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

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

## **3. Procedures For Appealing Academic Evaluations**

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

#### **4. Support Services**

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

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

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

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