



## MOS 3321F: Consumer Behavior

FALL 2015, Section 003, class # 9295

Dr. Mark Cleveland

### 1. COURSE INFORMATION

**Room:** P&AB-106 (*Physics & Astronomy Building*)

**Date/Time:** Mondays 9:30am - 12:30pm

#### Contact Information

---

<b>Professor:</b>	<b>Dr. Mark Cleveland</b> (B.Comm, M.Sc., Ph.D.) Dancap Private Equity Professor in Consumer Behavior, and Associate Professor of Marketing Coordinator, Consumer Behavior Area
<b>Office, Telephone:</b>	SSC-4315 519-661-2111 ext. 81464 [BMOS office: 519-664-2051]
<b>Email:</b>	<i>mclevela@uwo.ca</i>
<b>Course Website:</b>	OWL Sakai (MOS 3321F 003 FW15)
<b>Office Hours:</b>	Mondays 1:30pm - 2:30pm, Wednesdays 1:30pm – 2:30pm Or by appointment (must be requested by email: <i>mclevela@uwo.ca</i> )

---

### 2. CALENDAR DESCRIPTION

This course focuses understanding and predicting consumer behavior by integrating theories and concepts from psychology, sociology, anthropology, and economics. Emphasis will be on how behavior is shaped by internal and external influences.

**Prerequisites:** MOS-2320A/B (formerly known as MOS 3320A/B) and enrollment in 3<sup>rd</sup> or 4<sup>th</sup> year of the BMOS Program. 3 lecture hours/week, 0.5 course.

#### Senate Regulations

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

### 3. COURSE CONTENT AND OBJECTIVES

Consumer spending powers 70% of the Canadian economy, and understanding consumer behavior is critical to successful marketing. Marketing begins and ends with the consumer—from determining consumer needs and wants and delivering consumer satisfaction. It would be easy to design a marketing strategy if all consumers

responded the same way. However, this is far from being the case. Even the same individual consumer can behave in an inconsistent manner. Given myriad internal and external influences, consumer behavior is complex, and predicting consumer behavior is very challenging.

The course begins by investigating the consumer on an individual level, considering the internal influences on behaviors. Drawing from psychology, we look at perception, theories of learning and motivation, self-concept and values, as well as personality and lifestyles. We then consider the key roles played by attitudes on consumer behavior, how attitudes are formed, and how attitudes can be changed. Next, we examine individual decision-making, including the decision-making process, and how the consumer may be influenced by other individuals, groups, families, as well as situational factors. Incorporating theories and concepts from the domains of sociology and anthropology, in the latter part of the course we shift our focus to understanding consumer behavior at the group level. Here we consider sociodemographic predictors of behavior, various subcultures of consumers residing within and outside of Canada, and the critical roles played by culture and ethnic identity on consumer behavior. Particularly relevant in this era of rapid globalization, is the question of how social forces and marketing communications are combining to affect the psychology of consumers worldwide, for example, in terms of promoting dispositions such as materialism as well as encouraging the consumption of objects associated with consumer desire (e.g., luxuries, other status goods). The course will also touch upon the research methods used to study consumer behavior, as well as identify various ethical issues when targeting and serving individual consumers and groups.

The basic pedagogy in this course will take several forms. The lectures and readings are the base of knowledge acquisition, which will be supplemented by class discussions, presentations, assignments, and other activities. Working in groups, students will thoroughly appraise an academic consumer behavior article and make a short presentation to the class. Also working in groups, 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 practically apply this knowledge to managerial contexts. Each and every person is a consumer. This course will also help students to understand what drives their own behaviors, and consequently, should ameliorate decision-making. Finally, the multidisciplinary, integrative nature of the course and the pedagogical focus on honing critical-thinking skills, exemplifies the spirit of the MOS program, with its unique leverage of social science theories into business applications.

## **Learning Outcomes**

By taking this course, the student will:

- Understand the underlying physiological, psychological, and sociological factors affecting consumer behavior, and how these are useful for market segmentation, targeting, and predicting consumer responses.
- Gain insights into the different approaches used to study consumer behavior, recognize the appropriate conditions and contexts for applying these different research approaches, and understand how consumer phenomena and constructs are operationalized and measured.
- Recognize the complexity of consumer decision-making, and how decision-making is affected by context and environmental factors.
- Gain awareness of various trends and ethical issues affecting society, companies, and consumers.
- Participate in analyzing and making strategic recommendations for situations faced by real companies and marketing managers.
- Critically evaluate the effectiveness of various advertising and promotional campaigns, specifically in terms of attitude formation and change.
- Refine oral presentation abilities and hone critical thinking and essay writing skills.

## 4. TEXTBOOK AND READINGS

Required Text:

**Solomon, Michael R., Katherine White & Darren W. Dahl (2014). *Consumer Behavior: Buying, Having, and Being* (6<sup>th</sup> Canadian Edition). Pearson. ISBN: 978-0-13-216111-4.**

Additional readings from academic journals, practitioners' journals and the popular press will be assigned periodically, to illustrate and expand upon the concepts covered in the text.

## 5. CLASS CONDUCT

Class sessions will be devoted to applying, extending, and critiquing the assigned reading materials. Students must be prepared to talk about the material under consideration, and that means that *students must read and critically think about the assigned materials before the scheduled class*. Given time constraints, the information will be covered relatively quickly, allowing more time for examples, discussion, and other activities. An active learning environment is intellectually stimulating. Students are encouraged to ask questions, to share experiences and examples, and to challenge the boundaries of the concepts and theories, with respect to the topics covered during class sessions.

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

All students are expected to contribute to assigned group activities. You will have the opportunity to evaluate your fellow group members' contributions (or relative lack thereof) to the term project and to the article critique assignment. Peer evaluation sheets will be distributed in class later during the semester. The information that you provide shall be held in the strictest confidence (i.e., I will not share this information with others).

## 6. EVALUATION

This course has three evaluation components: exams, article summary review/critique and presentation, and term 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: You are responsible for your grades in this course.

Grading Weights for Evaluation Components		
Midterm Exam	20%	50% individual-based
Final Exam	30%	
Article Critique	15%	50% group-based
Term Project	35%	

### **A. MIDTERM EXAM (20%) AND FINAL EXAM (30%):**

There will be a *midterm exam* (to take place during regularly scheduled class session during *Week 7: November 2, 2015*) and a *final exam* (to take place during the regular final examination period: *December 11-22, 2015*). Both can include a combination of multiple-choice questions, application and integration short-answer and/or essay-type questions, critical evaluation questions, as well as short cases. For both exams, questions can pertain to any of the materials covered during the course with respect to the relevant topic areas, including those topics contained in the presentations (video, personal), class discussions and other activities, and ALL assigned readings. The midterm exam will cover assigned topics up until the midterm date, while the final will cover all materials (i.e., is cumulative, but weighted considerably more (i.e., 75%) towards the post-midterm topics). Please note the following:

- Both the midterm and final exams are *closed-book*.
- *Only* non-programmable calculators will be allowed into the exams. If you are unsure, please ask your professor to check your calendar.
- Dictionaries are *NOT* allowed into the examinations.
- Cellphones must be turned off and stowed in your bag. Under *NO* circumstances are cellphones allowed on your desk or in your pocket.

### **B. ACADEMIC ARTICLE SUMMARY REVIEW/CRITIQUE AND PRESENTATION (15%):**

Consumer Behavior theory is constantly evolving...the more that we learn about consumers, the more that we realize how little we actually 'know' about consumers! *Starting at about week 4*, the last 20-30 minutes of class will be devoted to individual presentations. During each session, and working in groups (*4-5 students: the same groups as for term projects*), one or two groups (depending on the size of the class) will give a 10-12 minute classroom presentation using *Powerpoint* (alternatively using overhead transparencies) consisting of a summary of an academic journal article\*, which relates to the topics covered in that particular class. All group members must speak during the presentation. Prior to the presentation, groups will hand in a paper copy of the presentation slides to the professor, along with a typed, three-page (single-spaced) summary and critique of the of the article. More detailed instructions will be outlined in class, but the preliminary steps are as follows:

- (a) Students will form groups of 4-5, and choose three preferences with respect to the sessions that they would like to make a presentation. Send to the professor (via email: *mclevela@uwo.ca*), by *week 3* at the very latest, (i) the names of group members, and (ii) the three most desired sessions for presentation (ranked in order). If the group's first choice is already taken, I will assign the second choice, etc.
- (b) Once the session has been formally assigned by the professor, *the group will then select one academic journal article* (pertaining to the subject matter of that session), and submit to the professor (again through email: *mclevela@uwo.ca*): (i) the complete journal reference information (authors, publication date, journal, title, volume, issue, page numbers, etc.), and (ii) the abstract corresponding to the article. All submissions are subject to the approval by the professor.
- (c) *The presentation (and article summary) should include the following:*
  - Complete Journal Reference Information (Note: this should be part of the cover page, and thus, does not count as part of the 3 pages for the summary/critique)
  - The Research Problem, Rationale (Why Is This Worthy Of Study?), and Objectives
  - Overview Of The Theory and Hypotheses
  - Overview Of Methodology
  - Main Findings

- Main Contributions:
  - Theoretical [How Is Consumer Behavior Theory Extended?] and/or
  - Applied [How Could Organizations Learn/Benefit From The Findings Presented Within?]
- Limitations of the research, new directions/approaches for future research.
- A thorough critique of the article (details forthcoming). I expect more details of your critique in the written component of the assignment.

\*Below is a list of high-quality Academic Journals that publish research in Consumer Behavior. Your selected article should be drawn from one of these Journals (or a corresponding journal from the cognate disciplines of Psychology, Sociology, Anthropology, or Economics). *Note:* an extended list of references pertaining to the topics of the week's chapters is found in the *NOTES* section in the text, at the end of each chapter.

<i>Journal of Consumer Research</i>	<i>Journal of Business Research</i>
<i>Journal of Marketing</i>	<i>European Journal of Marketing</i>
<i>Journal of Marketing Research</i>	<i>Psychology and Marketing</i>
<i>Journal of the Academy of Marketing Science</i>	<i>Journal of Consumer Psychology</i>
<i>Journal of Consumer Behavior</i>	<i>Journal of Advertising</i>
<i>Journal of International Marketing</i>	<i>Journal of Advertising Research</i>
<i>International Journal of Research in Marketing</i>	<i>International Journal of Advertising</i>
<i>International Marketing Review</i>	<i>Journal of International Consumer Marketing</i>
<i>Journal of Retailing</i>	<i>Journal of Public Policy and Marketing</i>
<i>Journal of Relationship Marketing</i>	<i>Journal of Services Marketing</i>
<i>Journal of Consumer Marketing</i>	<i>Journal of Services Research</i>
<i>Journal of International Business Studies</i>	<i>Theory, Culture and Society</i>
<i>Marketing Science</i>	<i>Marketing Letters</i>
<i>Psychological Bulletin</i>	<i>Journal of Personality and Social Psychology</i>
<i>Journal of Marketing Management</i>	<i>International Journal of Intercultural Relations</i>
<i>Journal of Strategic Marketing</i>	<i>Journal of Interactive Marketing</i>
<i>Journal of Economic Psychology</i>	<i>Harvard Business Review</i>
<i>Journal of Consumer Policy</i>	<i>Industrial Marketing Management</i>
<i>Management Science</i>	<i>Journal of Business Ethics</i>
<i>Journal of Personal Selling and Sales Management</i>	<i>Journal of Marketing Theory and Practice</i>
<i>Journal of Global Marketing</i>	<i>Journal of Interactive Marketing</i>

For illustrative purposes, let's assume that there was a group scheduled to present during week 3, and the group was interested in the topic of *Brand Equity*. The group might then propose to present the following academic article that is associated with this topic:

Keller, Kevin Lane (1993), "Conceptualizing, Measuring, and Managing Customer-Based Brand Equity," *Journal of Marketing*, Vol. 57 (January), 1-22.

### **C. TERM PROJECT (30%)**

*Working in groups of 4-5 students* (the same groups as for the article summary/critique), you will prepare a written research paper on a specific topic/issue in consumer behavior. More details will follow during the course of the semester. Just to get you thinking, *examples* of topics include: male/female differences in information search and processing, memory deficits in older consumers and the impact on promotion, cross-cultural differences in shopping behavior, the strength of the proenvironmental attitude-behavior relationship, subcultures of consumption, transnational consumer segments, religious influences on consumer

behavior, gift-giving across cultures, self-concept and brand personality, color connotations in food advertising, ethics of targeting children, viral marketing, classical conditioning and marketing, etc.

*By the beginning of the 3<sup>rd</sup> week, groups must submit to the professor (via email) a list of group members and corresponding student ID's. By the 5<sup>th</sup> week, all groups must submit (via email) a ½ -page summary of the proposed topic/issue (subject to approval by the professor). Each group must work on a *different* topic (if necessary, this will be determined on a "first-come, first-serve" basis).*

The articles selected for your literature review should be drawn from the journal titles listed under the academic review/critique. You are free to draw some academic articles from other journal sources (e.g., peer-reviewed journals in psychology, sociology, economics, etc.) as well as from books and book chapters; however most of your references should be drawn from peer-reviewed, published academic journals.

*In evaluating your term project, I will utilize the following criteria: synthesis and appraisal of the relevant literature on the topic; articulation of the relevance of the topic to companies, consumers and society (this includes identification of the key implications); originality (i.e., developing your own ideas), clarity of writing, grammar, syntax, formatting, and professionalism; identification of unresolved issues (requiring further research) in the topical area. The research paper should not exceed 15 double-spaced typed pages of text (not including the title page, executive summary, table of contents, references, and appendix materials). *This term project is due at the beginning of class on Week 11.* All groups must hand in two hard (paper) copies, and email one electronic copy to the professor ([mclevella@uwo.ca](mailto:mclevella@uwo.ca)).*

## 7. LECTURE AND EXAMINATION SCHEDULE

*The course outline and schedule are subject to change at the discretion of the course instructor.*

*SWD=textbook (Please have readings completed before scheduled session).*

**All readings are Required, unless otherwise noted.**

---

### **WEEK 1: September 14: *Introduction to Consumer Behavior***

- Introduction to the course, review of the course syllabus, discussion of group assignments
- What is consumer behavior, marketing strategy and consumers, needs and wants, the dark side of CB
- Video Presentation

**Readings:** SWD-Chapter 1

---

### **WEEK 2: September 21: *The Cognitive Consumer: Perception, Learning and Memory***

- Sensory systems, exposure, attention, interpretation, biases, learning theories and process, memory
- Video Presentation

**Readings:** SWD Chapters 2 and 3

---

### **WEEK 3: September 28: *The Cognitive Consumer: Memory and Motivation***

- Memory (continued from Week 2), needs and wants, motivation process and strength, involvement
- Video Presentation, Research Presentation (Professor)

**DUE:** GROUP LISTS for term project and article critique

**Readings:** SWD Chapters 3 (*continued*) and 4

---

### **WEEK 4: October 5: *The Cognitive Consumer: The Self, Personality, Lifestyles, and Values***

- Perceptions on the self, self-concept, gender roles and body image
- Personality and brand personality, lifestyles and psychographics, lifestyle trends, values
- Article presentations commence (groups of 4-5)

**Readings:** SWD Chapters 5 and 6

---

### **October 12: Thanksgiving Holiday (no class)**

---

---

**WEEK 5: October 19:** *The Cognitive Consumer: Attitudes*

- Formation of attitudes, attitudes as predictors of behavior, modifying attitudes, communication effects on attitudes
- Article presentations

**DUE:** ½ page summary of proposed consumer behavior research paper

**Readings:** SWD-Chapter 7

---

**WEEK 6: October 26:** *The Cognitive Consumer: Attitude Change and Interactive Communications*

- Modifying attitudes, communication effects on attitudes
- Article presentations, Pre-midterm recap, Q& A (if time permitting)

**Readings:** SWD-Chapter 8

---

**WEEK 7: November 2: MIDTERM EXAM (in-class, 120 minutes)**

- Covers topics covered during weeks 1-6 inclusive, assigned readings, and classroom discussions
- 

**WEEK 8: November 9:** *Individual Decision-Making, Buying and Disposing*

- The stages in consumer decision-making (continued), situational effects on behavior,
- Post-purchase satisfaction and behavior
- Article presentations, video presentation, Review of Midterm Exam

**Readings:** SWD Chapters 9 and 10

---

**WEEK 9: November 16:** *The Social Consumer: Group Influences, Families, Social Media*

- Reference groups and conformity, W.O.M, opinion leaders, social media nature and influences
- Family decision-making and roles, Family structure
- Article presentations, video presentation

**Readings:** SWD Chapters 11 and 12

---

**WEEK 10: November 23:** *The Social Consumer: Income, Social Class, and Subcultures*

- Income and consumer spending patterns, social class and status symbols
- Consumer identity and ethnic subcultures
- Age and identity, age cohorts and characteristics
- Article presentations, video presentation

**Readings:** SWD Chapters 12 (continued) and 13

---

**Week 11: November 30:** *The Social Consumer: Cultural Influences on Consumer Behavior*

- What is culture, characteristics of culture, cultural values and norms
- Culture and consumption, myths and rituals
- Article presentations, video presentation, research presentation (professor)

**DUE:** Group Term Projects (Consumer Behavior Research Paper)

**Readings:** SWD Chapter 14

---

**WEEK 12: December 7:** *The Social Consumer: The Creation and Diffusion of Culture*

- Cultural selection and diffusion, meaning transference
- Article presentations, video presentation

**Readings:** SWD Chapter 15

---

**FINAL EXAM** to take place During Final Exam Period (*December 11-22, 2015*), Cumulative, but with strong emphasis on post-midterm topics (weighted: approximately 25% pre-midterm topics and 75% post-midterm topics).

---

► *Students must read assigned chapters prior to attending the scheduled session.*

Fall 2015 classes begin Thursday September 10 and end on Wednesday December 15.

## 8. UNIVERSITY AND DEPARTMENTAL POLICIES

### *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/pdf/academic\\_policies/general/privacy.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/general/privacy.pdf)

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

Academic accommodation shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities. (Note: it will not be sufficient to provide documentation indicating simply that the student was seen for a medical reason or was ill.)

A form to be completed by off-campus physicians is available at:  
[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf)

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

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

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



## ***Make Up Examinations***

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

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

Cheating on exams will not be tolerated; students are referred to the university policy on scholastic offenses (see section 9.0 below). Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating. Students found cheating will receive a zero (0%) on that exam. A number of safeguards will be employed to discourage cheating. For example, examination supervisors (proctors) of the tests may ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, etc. This is not meant as a personal affront nor as an accusation of cheating, rather as vigilant attempts at proctoring. A copy of guidelines about how to avoid cheating can be obtained from the office of the Ombudsperson, Room 3135 WSSB, (519) 661-3573.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses. Students are urged to read the section on Scholastic Offenses in the Academic Calendar. Note that such offenses include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is inappropriate, consult your instructor. A claim that "you didn't know it was wrong" will not be accepted as an excuse.

The penalties for a student guilty of a scholastic offense include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

## ***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.

## **9. SUPPORT SERVICES**

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>  
Student Support Services (***including the services provided by the USC listed here***) can be reached at:  
<http://westernusc.ca/services/>  
Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western  
[http://www.health.uwo.ca/mental\\_health/](http://www.health.uwo.ca/mental_health/) for a complete list of options about how to obtain help.

## 10. OTHER ISSUES

### ***Grade Policy***

The DAN Program has a grade policy which states that for courses in the 3300-4499 range, the class average must fall between 70% and 75% for all sections of a course taught by the same instructor. In very exceptional circumstances only, class averages outside this range may be approved by the Undergraduate Chair or Chair. Class averages are not grounds for appeal.

### ***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.

### ***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.

### ***Academic Concerns***

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

### ***Important Dates.***

September 10, 2015 Classes begin

September 18, 2015 Last day to add a full course or first-term half course

October 12, 2015 Thanksgiving Holiday

October 29 - 30, 2015 Fall Study Break

November 5, 2015 Last day to drop a first term half course.

November 30, 2015 Last day to drop full course.

December 9, 2015 Fall Session classes end.

December 10, 2015 Study Day

December 11-22, 2015 December examination period.

### ***Other Information***

- Bring student identification to exams.
- Nothing is to be on/at one's desk during an exam except a pencil, an eraser, and the individual's student card
- Do not wear baseball caps to exams
- Do not bring music players, cell phones, beepers, or other electronic devices to exams

**For The University of Western Ontario Senate Regulations, please see the Handbook of Academic and Scholarship Policy at: [http://www.uwo.ca/univsec/academic\\_policies/index.html](http://www.uwo.ca/univsec/academic_policies/index.html)**

## 11. E-mail Policies

The following policies apply to all emails between students and the Professor. Please respect the fact that the Professor receives hundreds of emails from students and must deal with those emails in a fair and organized manner. Non-acceptable emails will receive a reply saying only "Please see Email Policies on the course outline".

***UWO.CA Email Addresses Only***

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

***Subject Line Must Include Course and Section Number***

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

***Acceptable Emails***

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

***Non-Acceptable Emails***

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

## **BIOGRAPHICAL SKETCH OF Dr. Mark Cleveland**

Dr. Mark Cleveland (PhD, MSc, BComm, *John Molson School of Business*, at *Concordia University*, Montréal, Canada) is the *Dancap Private Equity Professor of Consumer Behavior*, and an Associate Professor of Marketing (with tenure), in the DAN Management department (Faculty of Social Sciences), at the *University of Western Ontario* (London, Ontario, Canada). He also taught at the *John Molson School of Business* (*Concordia University*, Montréal), *HEC-Montréal* (*Université de Montréal*), *Euromed School of Management* (Marseille), and *Kedge Business School* (Marseille). He was also a Visiting Professor at *Vienna University of Economics and Business*. As coordinator of the Consumer Behavior area, Dr. Cleveland teaches numerous courses at the graduate and undergraduate levels. He is an Associate Editor for the *International Marketing Review*, and serves as an ad-hoc reviewer for numerous journals.

His research spans several areas of marketing, with a special focus on cross-cultural consumer behavior; globalization, ethnic/social identity and acculturation; culture and decision-making; cosmopolitanism, materialism and consumer ethnocentrism; international market segmentation; services marketing, green marketing, gift-giving, advertising, psychometrics and scale development, as well as branding and internet shopping behavior. To date, Dr. Cleveland has published 29 journal articles, numerous book chapters, and a book on global consumer culture. His work appears in the *Journal of International Marketing*, the *International Marketing Review*, the *Journal of Business Research*, *Psychology & Marketing*, the *Journal of Interactive Marketing*, the *Journal of Economic Psychology*, the *International Journal of Advertising*, the *International Journal of Intercultural Relations*, the *Journal of Consumer Marketing*, the *Journal of Strategic Marketing*, the *Journal of Consumer Behavior*, the *Canadian Journal of Administrative Sciences*, and the *Journal of International Consumer Marketing*. His research has been presented at 31 conferences spanning 5 continents. He has conducted research on consumers living in 22 countries: the Americas (Canada, United States, Mexico, and Chile), Europe (United Kingdom, France, Germany, Slovakia, Sweden, Netherlands, Austria, Hungary, and Greece), and Asia (India, Taiwan, China, Korea, Japan, Thailand, Iran, Lebanon, and Turkey). Dr. Cleveland's cumulative scholarly work has more than 1500 citations on *Google Scholar*, and he has received numerous awards for his research contributions.

Link to Dr. Cleveland's research articles: <http://scholar.google.ca/citations?user=WWMNIMAAAAJ>