



Fall/Winter 2021 Course Syllabus

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

Course Mode: In-Person

Instructor: Dr. Mark Cleveland

Office: SSC-4315

Office Hours: Mondays/1pm-2pm, Wednesdays 1pm-2pm

Phone: 661-2111 x81464

Email: mclevela@uwo.ca

1. Course Information:

1.1 Class Location and Time:

Section 001: STVH-1155 (Stevenson Hall), Tuesdays, 130pm-430pm

Section 002: STVH-5970 (Stevenson Hall), Tuesdays, 930am-1230pm

Section 003: SH-3355 (Somerville House), Wednesdays 930am-1230pm

1.2 Course Description:

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

Antirequisites: none

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

1.3 Accessibility:

DAN Department of Management & Organizational Studies strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2147 for any specific question regarding an accommodation.

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

1.4 Land Acknowledgement:

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

With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous

Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

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

1.5 Senate Regulations

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

This regulation is in regard to the COURSES required.

Students not in BMOS are permitted to enroll in up to 1.0 MOS courses, per the Academic Timetable.

2. Course Materials

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

The links for these articles are on the OWL course webpage (select “Course Readings” from menu on left-hand side, which will take you to the Ares course readings website (UWO libraries).

You are responsible for downloading (and printing, or saving the pdf on your laptop) and reading ALL the articles listed in the course outline. **Articles must be read prior to class**

3. Course Objectives and Format

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

3.1 Course objectives

This course is specifically designed for MOS students enrolled in the Honors Specialization in Consumer Behavior and is particularly relevant also for those students that are taking MOS 4999E (*Thesis*). As part of their degree, Honors Specialization with Thesis students are required to conduct a novel study in a focused subject matter in consumer behavior.

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

- Enhance critical thinking and creative abilities with respect to reviewing and extending consumer research.
- Learn how to state a research problem, to articulate and integrate theory, and to formulate corresponding hypotheses.
- Understand how various consumer phenomena are operationalized and measured.
- Gain insights into the different approaches used to study consumer behavior, and to recognize the appropriate conditions and contexts for applying these different research approaches.

- Become familiar with the applications of statistics in consumer research, and of the ways in which statistical inferences can be made from the data.
- Recognize the limitations of different methodologies and analytical approaches, and appreciate the tradeoffs made in selecting a research design.
- Participate in analyzing and making recommendations for real company situations.
- Refine oral presentation abilities and hone essay writing.

3.2 Course format

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

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

Research skills have a long 'half-life': beyond being a critical component of the study of consumer behavior, knowledge of the research methods employed in the social sciences is both enduring and applicable to a wide range of pursuits. Indeed, the research methods and philosophies used to study consumer behavior draw from a wide range of social science disciplines, including psychology, sociology, anthropology, economics, organizational and human resources, as well as from mathematics and statistics. This multidisciplinary and integrative nature of this seminar epitomizes the underlying rationale behind the MOS program, with its unique leverage of social science theories into business applications.

4. Learning Outcomes

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

5. Evaluation

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.

Breakdown of Overall Grading Scheme

Article Critique 1 (10 marks written, 5 marks presentation)	15%
Article Critique 2 (10 marks written, 5 marks presentation)	15%
Article Critique 3 (10 marks written)	10%
Written Term Project (<i>individual or in pair</i>)	35%
Oral Term project (<i>individual or in pair</i>)	5%
Class Participation	<u>20%</u>
TOTAL	100%

I. Participation (20%):

Class participation provides an opportunity for students to practice speaking and persuasive skills, as well as to engage with, learn from, and moreover, teach other students. As this course follows a seminar format, students must be prepared to talk about the material under consideration. **You must READ and CRITICALLY THINK about ALL the assigned materials before the scheduled class.** Students are expected to come to all classes (**attendance WILL be taken**, and this will form part of your participation grade), and to actively contribute to all class sections. If for some reason you are unable to come to class, please send a brief courtesy note and explanation (via email: mclevella@uwo.ca) to the professor beforehand.

The objective of the classroom discussions will be to enhance comprehension of the material by thoroughly critiquing the readings, as opposed to merely reviewing them. Students must therefore ask questions, share thoughts/interpretations, and moreover, debate/challenge the boundaries of the theories, assumptions, methodologies, and inferences made by the authors of the academic journal articles, as well as with the interpretations of your peers and professor. For each assigned article, I strongly recommend that you carefully prepare a few questions and/or observations before class. It is also recommended that students keep this class in mind when reading newspapers, watching television, reading magazines, while shopping, etc., as often the most relevant learning comes from discussing potential applications of consumer research.

A portion of your participation mark will derive from your interactions and professionalism with the professor and with other students in this course. Please adopt a professional approach to all email/texting communications. A final note on participation: **Quality is more highly valued than Quantity.** Your professor will assess the quality and quantity of interactions, along with your attendance record, in part using the following criteria for evaluation:

A+ OUTSTANDING CONTRIBUTOR (90%-100%, OR 18-20 MARKS).

- Attends all classes. Always professional and punctual. Exceptional preparation for all classes; always provides highly substantive (original, thought-provoking) insights, spearheads discussion, consistently, persuasively and enthusiastically engages in constructive debates with peers and the professor. Discovers additional readings, and consistently identifies links in the theories between the different sessions. In short, if the student were not a member of the class, the quality of the course as a whole would be diminished markedly.

A EXCELLENT CONTRIBUTOR (80%-89%, OR 16-17 MARKS).

- Attends all classes. Always professional and punctual. Clearly demonstrates excellent preparation for all classes, usually provides substantive insights, often spurs discussion, and engages in constructive debates with peers and the professor. In sum, the student meaningfully contributes to the overall learning environment, thus improving the overall quality of the course.

B GOOD CONTRIBUTOR (70%-79%, OR 14-15 MARKS).

- Attends all/almost all (justifying the rare absence) classes. Always professional and punctual. Contributions in class reflect thorough preparation. Well substantiated and often persuasive commentary. Often

demonstrates capability to explain difficult points or concepts. Positive attitude throughout. A net contributor to the overall learning environment.

C ADEQUATE CONTRIBUTOR (60%-69%, OR 12-13 MARKS).

- Attends most classes. Contributions in class reflect satisfactory preparation (i.e., reading and thinking about the materials). Reflections offered are sometimes substantive (generally useful) but seldom offer new directions for discussion. Responds and answers appropriately when asked.

D POOR CONTRIBUTOR (50%-59%, OR 10-11 MARKS).

- Infrequent or occasional attendance. Contributions in class reflect inadequate or superficial preparation (i.e., does not always read all assigned materials, or merely does the bare minimum required). Often demonstrates inability to respond appropriately to questions. Often unenthusiastic. Does not contribute to a positive atmosphere for meaningful discussion. Overall, a liability to the learning environment.

F UNSATISFACTORY CONTRIBUTOR (0%-49%, OR 0-9 MARKS).

- Infrequent attendance. Little evidence of preparation or thought. Rarely contributes to classroom discussion. Demonstrates little or no comprehension of the topic or readings. Unenthusiastic demeanor. Generally unwilling to participate in debates. Distracts other students or the professor from classroom activities (e.g., surfing web, disruptive talking, text messaging, unprofessional conduct), thus impeding the course of learning. The quality of the course would be considerably improved had the student not been a member of the class.

II. Three (2+1) Written/Oral Academic Article Summaries/Critiques (40%):

Beginning on week 2, each assigned article will be thoroughly reviewed by one student. This will consist of a 4-page written article summary/critique (with a minimum [maximum] 3 [4] single-spaced pages using type-12 font and 1-inch margins throughout, not counting the cover page). **Two out of three reviews assigned will also be presented orally 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, with the presenting student leading the class in the discussion. If you are presenting, please remember to give the professor a paper copy of the slides (i.e., handouts, 6 slides per page, please).

Over the course of the semester, **each student will be responsible for conducting three article summaries/critiques** (each written paper (x 3) worth 10 marks, each presentation (x 2) worth 5 marks, thus 40 marks overall). For the two articles that students will present to the class, the grade breakdown for each is 10 marks for written summary/critique and 5 marks for oral presentation/discussion (thus, out of a possible 10 and 5 marks, respectively, for written and oral components). For the article that is solely composed of a written summary/critique (i.e., no oral presentation), the grade will be out of 10 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 4 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 70% summary (points i. through v.), and 30% critique (points vi. and vii.). Students may choose to integrate both summary and critique components, or write them sequentially (that is, keep them in separate sections). Please ensure that your work is entirely original: avoid plagiarism. Paraphrase (put into your own words), use proper citation methods (where applicable), and rely on your own thoughts. Papers may be checked for originality using *turnitin.com*.

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

- How important is this research (timeliness, relevance, applicability, scope)?
- How convincing is/are the argument(s) presented (that is, the main theory being advanced by the author[s])?
 - Does the review of the existing literature appear adequate; are key terms/concepts/models adequately explained?
 - How clearly are the hypotheses stated? Are they stated in a way in which the findings will lead to acceptance or rejection of the hypotheses or are the hypotheses ambiguously phrased?
- Are there any biases in the methodology (scope, experimental manipulations, survey, sample subjects, etc.)? To what extent could these methodological weaknesses compromise the findings of the study (and if so, did the author[s] disclose these limitations in the article)? Some *examples* of weaknesses are as follows:
 - An experiment with unbalanced groups (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?)
- What linkages may exist between the theories and variables discussed in this paper and in other papers, especially the articles from the same week, but also, if relevant, from previous weeks?

Note that some of these points may not be relevant for some papers (especially theory papers without empirical studies...in these cases, focus evaluating and extending the theoretical aspects). Don't worry if you encounter statistical jargon/methods that you are not familiar with. In these cases, assume that the statistical analyses were done competently. Focus instead on the authors' findings as expressed in written English.

III. Term Project (40%): Written Paper (35%) and Oral Presentation (5%):

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

By the beginning of the 4th week (at the latest), each student/pair must submit a ½ -page, typed summary of a very specific consumer research topic (subject to approval by the professor). Each student must work on a *different* specific consumer research topic (if necessary, this will be determined on a "first-come, first-serve" basis). This research paper must focus on a consumer topic that currently requires new directions or propose a new integrative theoretical framework. Whatever the topic chosen, it is essential

that students contribute fresh ideas. Students should visit the professor several times over the course of the semester to ask questions and to obtain feedback and directions, which is much better administered in person rather than by email.

The written project is due on the second to last week of class (Week 11). Each student/pair is expected to hand in two paper copies, and to provide one electronic copy (upload to Web-CT). In evaluating your written term project, I will consider the following: synthesis/appraisal of the relevant literature (this will primarily consist of academic journal articles), originality (i.e., developing your own ideas), as well as the clarity of writing, grammar, syntax, formatting, and overall professionalism of the paper. The paper should not exceed 25 double-spaced typed pages of text (not including the title page, references and appendix materials). More details will be forthcoming, but the organization of all papers should correspond to the following framework:

- i. **Cover page** (give your study a descriptive title),
- ii. **Abstract** (150 words or less)
- iii. **Introduction**, including:
 - a. specification of the marketing research problem, importance (i.e., practical and theoretical significance, relevance), gaps in our understanding of the specific research topic,
 - b. information needs and study objectives,
 - c. an overview of the remainder of your proposal.
- iv. **Theoretical background and research hypotheses** (this section should constitute approximately 40-50% of the overall length of your paper)
 - a. thorough integrative appraisal of the extant relevant literature
 - b. construct definitions and operationalizations
 - c. articulation and presentation of testable (falsifiable) research hypotheses (this might also include a conceptual model)
- v. A detailed **proposed methodology and intended analytical procedures**, including:
 - a. the development of the measuring instruments (including scaling, coding, etc.)
 - b. proposed sample and sampling methodology
 - c. data collection method(s), manipulations (if applicable)
 - d. intended analytical procedures (including statistics, statistical assumptions, tools, etc.)
- vi. Anticipated **managerial and theoretical implications** of the proposed research
- vii. Study **limitations** (acknowledgement of the boundaries/shortcomings of the intended methodology and analytical approaches) **and conclusions**
- viii. **References** (note: APA method must be used for citation and referencing: please consult information posted on OWL)
- ix. **Appendices** (there is no limit on the number/length of Appendices):
 - a. additional technical information, such as the details of an experimental design and procedure
 - b. All measures and methods of recording measures (e.g., questionnaires, and accompanying coding key in this section) and/or emotional/behavioral phenomena.

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

Component	Approx. allocation	Sug't. Length
1. Introduction, research question, objectives	10%	2-3 pages
2. Literature review, theory development and hypotheses	35%	7-11 pages
3. Intended methodology and analytical procedures	30%	5-6 pages
4. Anticipated managerial implications of the results	5%	1-2 pages
5. Limitations of your research design and conclusions	10%	2-3 pages
6. Overall clarity, format, integrity and organization	<u>10%</u>	
	100%	

On the **last week of class (week 12)**, depending on the size of the class, students/pairs will give a 12-15 minute (plus an additional 5 minutes for questions and answers) *PowerPoint* presentation of their term paper. Prior to the presentation, students will hand in a paper copy of the presentation slides to the

professor. I will provide more details later during the semester concerning what I am looking for regarding the oral presentation but basically, I will evaluate the ability of you to clearly communicate to your fellow classmates the salient points of your written project

Please take note: Students are **REQUIRED TO COMPLETE ALL COMPONENTS** of this course. Students are responsible for material covered in the lectures as well as the assigned articles in the reading list. There are no exceptions to this. Extra assignments to improve grades **will NOT** be allowed.

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

6. Lecture and Examination Schedule

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

→NOTE: ^aSections 001 and 002 (first date), ^bSection 003 (second date)

WEEK 1 (Jan 4^a - Jan 5^b): ORIENTATION AND CRITICAL THINKING

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

WEEK 2 (Jan 11^a - Jan 12^b): "CLASSICS" OF BEHAVIORAL SCIENCE, PARADIGMS AND THE EVOLUTION OF CONSUMER RESEARCH

- **Festinger, L. & Carlsmith, J.M. (1959)**, "Cognitive Consequences of Forced Compliance," *Journal of Abnormal and Social Psychology*, 58(2), 203-210.
- **Sherif, M. (1958)**, "Superordinate Goals in the Reduction of Intergroup Conflict," *American Journal of Sociology*, 63(4), 349-356.
- **Milgram, S. (1963)**, "Behavioral Study of Obedience," *Journal of Abnormal and Social Psychology*, 67(4), 371-378.
- **Hardin, G. (1968)**, "The Tragedy of the Commons," *Science*, 162(3859), 1243-1248.

WEEK 3 (Jan 18^a - Jan 19^b): THEORIZING AND TESTING THEORIES

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

WEEK 4 (Jan 25^a - Jan 26^b): QUALITATIVE RESEARCH

DUE: PRELIMINARY PROJECT INFORMATION (½ PAGE SUMMARY OF CB TOPIC)

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

WEEK 5 (Feb 1^a - Feb 2^b): EXPLORATORY QUANTITATIVE RESEARCH

- **Laroche, M.; Cleveland, M. & Browne, E. (2004)**, "Exploring Age-Related Differences in Information Acquisition for a Gift Purchase," *Journal of Economic Psychology*, 25(1), 61-95.
- **Belk, R.W. (1985)**, "Materialism: Trait Aspects of Living in the Material World," *Journal of Consumer Research*, 12(3), 265-280.
- **Tse, D.K.; Belk, R.W. & Zhou, N. (1989)**, "Becoming a Consumer Society: A Longitudinal and Cross-Cultural Content Analysis of Print Ads from Hong Kong, the People's Republic of China, and Taiwan," *Journal of Consumer Research*, 15(4), 457-472.
- **Cleveland, M.; Kalamas, M. & Laroche, M. (2005)**, "Shades of Green: Linking Environmental Locus of Control and Pro-Environmental Behaviors," *Journal of Consumer Marketing*, 22(4), 198-212.

WEEK 6 (Feb 8^a – Feb 9^b): MEASURING CONSTRUCTS AND SCALE DEVELOPMENT

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

WEEK 7 (Feb 15^a – Feb 16^b): SURVEY RESEARCH

- **Cleveland, M. & Bartikowski, B. (2018)**, "Cultural and Identity Antecedents of Market Mavenism: Comparing Chinese at Home and Abroad," *Journal of Business Research*, 82 (January), 354-363.
- **Cleveland, M. & Xu, C. (2019)**, "Multifaceted Acculturation in Multiethnic Settings," *Journal of Business Research*, 103 (October), 250-260.
- **Cleveland, M.; Pons, F.; Laroche, M. & Kastoun, R. (2009)**, "Acculturation and Consumption: Textures of Cultural Adaptation," *International Journal of Intercultural Relations*, 33(3), 196-212.
- **Kalamas, M.; Cleveland, M.; Laroche, M. & Laufer, R. (2006)**, "The Critical Role of Congruency in Prototypical Brand Extensions," *Journal of Strategic Marketing*, 14(Sept.), 193-210.

Feb 21-25, 2022: Family Day and Reading Week (no scheduled classes).

A good time to work on your term papers.

WEEK 8 (Mar 1^a - Mar 2^b): SAMPLING, EXTERNAL VALIDITY, AND RESPONSE BIASES

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

WEEK 9 (Mar 8^a – Mar 9^b): EXPERIMENTATION

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

WEEK 10 (Mar 15^a - Mar 16^b): DECISION-MAKING

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

WEEK 11 (Mar 22^a – Mar 23^b): INTERNATIONAL CONSUMER RESEARCH

- Cleveland, M.; Laroche, M. & Papadopoulos, N. (2009), "Cosmopolitanism, Consumer Ethnocentrism, and Materialism: An Eight-Country Study of Antecedents and Outcomes," *Journal of International Marketing*, 17(1), 116-146.
- Markus, H. R. & Kitayama, S. (1991), "Culture and the Self: Implications for Cognition, Emotion, and Motivation," *Psychological Review*, 98(2), 224-253.
- Laroche, M.; Ueltschy, L.C.; Abe, S.; Cleveland, M. & Yannopoulos, P. (2004), "Service Quality Perceptions and Customer Satisfaction: Evaluating the Role of Culture," *Journal of International Marketing*, 12(3), 58-85.
- Winit, W.; Gregory, G.; Cleveland, M. & Verlegh, P. (2014), "Global versus Local Brands: How Home Country Bias and Price Differences Impact Brand Evaluations," *International Marketing Review*, 31(2), 102-128.

WEEK 12 (Mar 29^a – Mar 30^b): PRESENTATIONS OF TERM PAPERS

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

7. Student Responsibilities

Students should familiarize themselves with Western University Senate Regulations, please see: http://www.uwo.ca/univsec/academic_policies/index.html.

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

7.1 Respect

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

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

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

7.2 No Recording of Classes

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

7.3 Copyright Notice

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

8. Exam Policies

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

9. 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. Unacceptable emails will receive a reply saying only "Please see Email Policies on the course outline".

9.1 UWO.CA Email Addresses Only

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

9.2 Subject Line Must Include Course and Section Number

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

9.3 Acceptable Emails

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

9.4 Unacceptable Emails

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

10. Attendance

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

10.1 Short Absences.

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

10.2 Extended Absences.

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. The Academic

Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed about your difficulties.

11. Grade Fairness

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

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

12. Posting of Grades

Midterm exam grades will be posted on OWL once the grades are available. Final exam grades and final course grades are not posted on OWL and are available once they have been posted by the Registrar under "Academic Summary" at the Student Centre website.

13. University Policy Regarding Illness

13.1 Illness

For details on the Academic Consideration for Student Absences (including accommodation, illness and self-reported absences (SRAs)), go to:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

The current Illness Policy is available here (subject to change):

https://dan.uwo.ca/undergraduate/course_information/IllnessPolicy.pdf

13.2 Make Up Examinations

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

The date and time of the make-up examination will be set by the instructor, who will communicate the date to the student.

If a student is unable to meet the scheduled make-up as agreed, then the student is responsible for obtaining new accommodations from Academic Counselling, and seeking a new make-up date with the instructor within a reasonable time frame.

14. University Policy on Cheating and Academic Misconduct

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.

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

Cheating on exams will not be tolerated; students are referred to the university policy on scholastic offenses. Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating.

Students found cheating will receive a zero (0%) on that exam. A number of safeguards will be employed to discourage cheating. For example, examination supervisors (proctors) of the tests may ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, etc. This is not meant as a personal affront nor as an accusation of cheating, rather as vigilant attempts at proctoring.

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

15. Procedures For Appealing Academic Evaluations

1. In the first instance, all appeals of a grade must be made to the course instructor (informal consultation).
2. If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Undergraduate Chair: Student Affairs of the Department of Management and Organizational Studies.
3. If the response of the Undergraduate Chair 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.
4. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Office of the Ombudsperson.

16. Support Services

16.1 Support Services

The Registrar's office provides you with information on services, courses, student finances, resources, latest news, as well as Student Central's hours of operation at <http://www.registrar.uwo.ca>

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

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

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

16.2 Academic Concerns.

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

Important Dates:

January 3: Classes resume

February 21: Family Day. All offices closed

February 22–25: Reading Week (No classes)

April 1: Last day of class

April 2-3: Study days

April 4–30: Examination Period

BIOGRAPHICAL SKETCH OF Dr. Mark Cleveland

Dr. Mark Cleveland (PhD-2006, MSc-2000, BComm-1994, *John Molson School of Business*, at *Concordia University*, Montréal, Canada) is the *Dancap Private Equity Chair in Consumer Behavior* at the *University of Western Ontario*. 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), and he was a Visiting Professor at *Vienna University of Economics and Business*. Mark teaches numerous courses at the graduate and undergraduate levels, which presently includes marketing research, consumer behavior, consumer theory and methodology, and marketing management. From 2016-2018, Mark was the Director of Western's *Collaborative Graduate Program in Migration and Ethnic Relations*. Since 2013, Dr. Cleveland has been an Associate Editor for the *International Marketing Review* (Impact Factor: 3.45) and is on the editorial Board of the *Canadian Journal of Administrative Studies*. He was a guest co-editor for two recent special issues (the *Journal of Product & Brand Management*, double special issue on "Beyond Country and Brand Origin", and the *International Marketing Review*, double special issue on "Global Consumer Culture"). Mark is as an ad-hoc reviewer for many journals, and he has served as a track chair for numerous conferences.

Dr. Cleveland's research interests are interdisciplinary, spanning marketing, consumer behavior, social psychology, and international business, with a special focus on globalization, identity and culture, mixed ethnicity, cross-cultural consumer behavior, acculturation, international market segmentation, sustainability and green marketing, and psychometrics. To date, he has conducted research on consumers living in 22 countries. He currently holds a SSHRC Insight Grant, which he is using to study mixed ethnic identity and consumer behavior. Mark has authored or co-authored more than 100 publications, including 44 journal articles, 6 book chapters, 2 books, and 53 conference papers. His research work has more than 5600 citations on *Google Scholar*, and his research has featured in prominent media including *The New York Times*, *The Globe and Mail*, *Psychology Today*, and *CBC's Marketplace*. He has been a consultant for numerous organizations, including *McKinsey and Co.*, *McCann Worldgroup*, and *Industry Canada*. He has received many awards for his scholarly activities, including four Best Paper Awards, numerous Best Conference Paper Awards, *Western's Faculty Scholar Award*, and the *Hans B. Thorelli Award*, from the *American Marketing Association*, for an article that has made the most significant and long-term contribution to international marketing theory or practice.

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

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

PRIMARY RESEARCH INTERESTS:

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