

Fall/Winter 2025/26 Course Syllabus

MOS 4223G Sections – 001, 002 Seminar in Consumer Research

Course Mode: In-Person

Instructor: Dr. Mark Cleveland

Office: SSC-4084

Office Hours: Mondays 1:30pm-2:30pm, Thursdays 1:30pm-2:30pm

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1. Course Information:

1.1 Class Location and Time:

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

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

1.2 Course Description:

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

Antirequisite(s): none

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

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.”

1.3 Accessibility:

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

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

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

1.4 Land Acknowledgement:

We acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lünaapéewak (Len-ahpay-wuk) and Chonnonton (Chun-ongk-ton) Nations, 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.

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 “Overview” from menu on left-hand side, which will open up a submenu under which “Course Readings” will appear. Select this, and on the right, under “Activity Content”, you will find a link to course readings. Clicking on this link will take you to the ‘course readings’ website (UWO libraries). The OWL-Brightspace site for all sections of this course for the Winter 2026 semester is **MOS 4423G 001 LEC 2 FW25**. You are responsible for downloading (and printing and/or saving the pdf files on your laptop) and reading ALL the articles listed in the course outline. **Articles assigned for a particular week’s session must be read prior to class.**

Students are responsible for checking the course OWL site (<https://westernu.brightspace.com/d2l/login>) regularly for news and updates. This is the primary method by which information will be disseminated to all students in the class.

If students need assistance with the course OWL site, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone, at 519-661-3800 or ext. 83800.

Technical Requirements: N/A

3. Course Objectives and Format

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

3.1 Course objectives

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

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

- Enhance critical thinking and creative abilities with respect to reviewing and extending consumer research.
- Learn how to state a research problem, to articulate and integrate theory, and to formulate corresponding hypotheses.

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

3.2 Course format

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

Each week, students will appraise academic consumer research articles. Over the course of the semester, each student will be responsible for two written article critiques, drawing from the list of assigned readings. Each of these articles 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 with 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.

Key Dates:

Classes begin: January 5, 2026
 Spring Reading Week: February 14–22, 2026
 Classes end: April 9, 2026
 Exam period: April 12–30, 2026

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 research questions, constructing a theoretical framework from an identification and interpretation of relevant literature, and generate hypotheses. They will apply their learned knowledge in justifying appropriate research design, data

collection, and statistical analyses techniques, identify the limitations of the proposed research, and conclude managerial and theoretical implications of the research.

- Explain how various consumer behavior phenomena are operationalized and measured, and contrast the different approaches used to study consumer behavior; as well as appraise the conditions/circumstances for applying and revising these approaches.
- Refine oral presentation abilities and essay-writing skills, as well as manage peer learning by explaining material, formulating questions, and leading group discussions.

5. Evaluation

Article Critique 1 (5 marks written, 10 marks presentation)	15%
Article Critique 2 (5 marks written, 10 marks presentation)	15%
Three pop quizzes (5 marks each, <i>best two out of three</i>)	10%
Written Term Project (<i>individual or in pair</i>)	30%
Oral Term project (<i>individual or in pair</i>)	5%
Class Participation	<u>25%</u>
TOTAL	100%

I. Pop Quizzes (10%)

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

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

II. Participation (25%):

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: mclevela@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 23-25 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 20-22 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 17-19 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 15-16 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 13-14 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 0-12 MARKS).

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

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

Beginning on week 2, each assigned article will be thoroughly reviewed by one student. This review is comprised of two parts:

- (1) **a 3-page written article critique** (minimum of 2.5 single-spaced, typed pages and maximum of 3 single-spaced, typed pages, not including reference page, if applicable) using type-12 font and 1-inch margins throughout, and not counting the cover page.
- (2) **an oral presentation of the article to the class**, using *PowerPoint*. After each presentation, all students will discuss the paper, with the presenting student leading the class in the discussion.

Each student will be responsible for conducting two article critiques/presentations over the course of the semester. Each written paper component (x 2) is worth 5 marks, and each presentation component (x 2) is worth 10 marks, thus 30 marks overall. In other words, for the two articles that students will present to the class, the grade breakdown for each is up to 5 marks for written critique (graded out of 100) and 10 marks for oral presentation/discussion (also graded out of 100).

The **oral presentation** should provide a clear summary of the major parts of the paper (roughly 17-20 minutes), followed by a short critique (roughly 3 minutes) and discussion period (roughly 10-13 minutes). A maximum of 32-33 minutes will be allocated to each presentation, subject to technical constraints. Ideally, the discussion should include questions to prompt conversation, and/or other means of actively engaging with the class. Discussion questions can be posed at the end of your formal presentation or posed throughout your talk (as a way of keeping the class engaged).

In the presentation, you are expected to provide an introduction of the paper and its purpose, provide an overview of the theoretical/conceptual background (and hypotheses, if applicable), provide an overview of the methodology and analytical procedures (if applicable), summarize and explain the main findings, describe the contributions to theory and practice (and/or public policy/consumer welfare, and epistemology, if applicable), and briefly note the limitations and future research directions. This should be followed by a summary of your critique of the article, your own perspective and thoughts on the paper, and some points for discussion. I will be evaluating your ability to communicate the important parts of the paper, as well as your creativity and ability to extend the research. The presentation flow, organization, and timing will be appraised, as well as your ability to ask and respond to questions (i.e., lead the discussion), and your ability to keep the class engaged during your presentation.

If you are presenting, please remember to **give the professor a paper copy of the slides** (i.e., print up 'handouts': 4 or 6 slides per page, please), **and to email a copy of your presentation**.

The scope of your **written critique assignment** should incorporate the following:

- i. **Cover page:** with complete journal reference information. *Note:* this should be part of the cover page, and thus does not count as part of the 3 pages of the summary/critique.
- ii. **Critiquing the Research:** A thorough critique of the conceptual (e.g., key contributions) and methodological (applicable for empirical papers only, e.g., anything new/interesting, major flaws and/or shortcomings) aspects of the research. Students must develop their own ideas here, and not rely on the limitations disclosed in the article by the paper's author(s).
 - This could include comments about the conceptual development and theorizing, the sample and generalizability of the findings, the internal and external validity of the study, issues regarding the logic underpinning the author's/authors' conjectures/arguments/hypotheses and interpretations of the findings, issues regarding the statistical analyses, major confounds or problems in the experimental design or survey measures, and so forth.
 - How important is this research (timeliness, relevance, applicability, scope)? How convincing is/are the argument(s) presented (that is, the main theory being advanced by the author[s])?
 - Does the review of the existing literature appear adequate; are key terms/concepts/models adequately explained? How clearly are the hypotheses stated? Are they stated in a way in which the findings will lead to acceptance or rejection of the hypotheses or are the hypotheses ambiguously phrased?
 - Are there any biases in the methodology (scope, experimental manipulations, survey, sample subjects, etc.)? To what extent could these methodological weaknesses compromise the findings of the study (and if so, did the author[s] disclose these limitations in the article)? As another example" a study that compares different ethnic/cultural groups, without considering differences in the interpretation of questionnaire items.
 - A contrived experimental situation that is unrealistic, and therefore, may lack external validity. Attempting to generalize findings from say, student samples to the broader population, etc.
 - Evaluation of the adequacy of the evidence presented to support the author(s)' claims? In other words, how reasonable are the conclusions based on the theory and associated findings (this usually appears in the "Discussion" part of the paper)? If you disagree with some of the conclusions, point out these problems or suggest alternative explanations.
 - Clarity and logic of the author(s)' reasoning, style of writing? Are there any contradictions in reasoning, or areas of ambiguity, that appear in the article? Are there any places where you disagree with the authors' reasoning (and if so, explain why the argumentation is flawed)?

- Anything else relevant, your subjective evaluation. What did you like/dislike about the paper? Any ethical issues?
- The above list is not exhaustive...these are merely ideas for discussion.

iii. **Extending and Integrating the Research:** Provide some very specific recommendations for extending this research and integrating the subject matter of the paper into other research papers and topics. Students must develop their own ideas here and not rely on the future research suggestions provided in the paper by the author(s). In this section, you should also try to identify and elaborate on relevant theoretical links to other papers. Other papers can include the other three papers assigned for that week and/or papers from previous weeks (as well as papers assigned in upcoming weeks). Other papers could also include academic research papers that are not in the reading package.

- What connections can you make between your assigned article and one or more of the other three articles that were also part of that week's readings, and how might the information further inform (build upon) the focal paper? What linkages may exist between the theories and variables discussed in this paper and in other papers, especially the articles from the same week, but also, if relevant, from previous weeks?
- Are there recent publications by the same or different authors that build on the concepts advanced in this paper, and if so, how? Is there another paper that contradicts the theory and/or findings described in this paper, and if so, why are the findings discordant, and what does this mean for theory? Is there a concept (or are there several concepts/variables) that was (were) not considered in this paper that you think are highly relevant, and if so, why?
- Could there be a different methodological approach to the topic addressed in the paper that you think could be appropriate (if the paper is a conceptual paper) or more suitable (if the paper is an empirical paper), or that that could provide additional insights into the phenomena that was under investigation?
- The above list is not exhaustive...these are merely ideas to get you thinking.

As a general guideline, the length of the written assignment should be about 60% relating to critiquing the research (i.e., "part ii.") and roughly 40% relating to extending and integrating the research (i.e., "part iii.") Headings are not essential (and not recommended), but if you do use them, keep these to a minimum. Please ensure that your work is entirely original: **avoid plagiarism**. Paraphrase (put into your own words), use proper citation methods (where applicable), and rely on your own thoughts. Papers will be checked for originality using *turnitin.com*.

Note that some of the points mentioned may not be relevant for some papers (especially conceptual/theory papers that lack empirical studies...in these cases, focus more on evaluating and extending the theoretical aspects...the arguments made by the authors, and the logic underlying these arguments). 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 they have expressed using sentences in the text.

IV. Term Project (35%): Written Paper (30%) and Oral Presentation (5%):

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

By the beginning of the 5th week (at the latest), each student/pair must submit a $\frac{1}{2}$ -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 requires further research and must include a novel 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, on Saturday before 11:59pm). Each student/pair is expected to hand in two paper copies, and to provide one electronic copy (submitted to OWL Brightspace course website, under “Assignments”→“Research Proposal”). 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 (this maximum page count does not include the title page, references and appendix materials). More details will be forthcoming, but the organization of all papers should correspond to the following framework:

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

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

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

On the **last normal week of class (usually week 12)**, depending on the size of the class, students/pairs will give a 10- to 15-minute presentation (including time allocated for questions and answers) presentation of their term paper. Prior to the presentation, students will hand in a paper copy of the presentation slides (and send an electronic copy) to the professor. I will provide more details later during the semester

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

Students are **REQUIRED TO COMPLETE ALL COMPONENTS** of this course. There are no exceptions to this. Extra assignments to improve grades **will NOT** be allowed.

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

The DAN Department has a grade policy which states that for courses in the 4000 range, the class average must fall between 72% and 77% for all sections of a course taught by the same instructor. In very exceptional circumstances only, class averages outside this range may be approved by the Undergraduate Chair or Chair. Class averages are not grounds for appeal.

5.1 General information about missed coursework

Students must familiarize themselves with the *University Policy on Academic Consideration – Undergraduate Students in First Entry Programs* posted on the Academic Calendar:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf,

This policy does not apply to requests for Academic Consideration submitted for **attempted or completed work**, whether online or in person.

The policy also does not apply to students experiencing longer-term impacts on their academic responsibilities. These students should consult Accessible Education.

For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar's webpage:

https://registrar.uwo.ca/academics/academic_considerations/

All requests for Academic Consideration must be made within 48 hours after the assessment date or submission deadline.

All Academic Consideration requests must include supporting documentation; however, recognizing that formal documentation may not be available in some extenuating circumstances, the policy allows students to make one Academic Consideration request **without supporting documentation** in this course.

When a student mistakenly submits their one allowed Academic Consideration request **without supporting documentation** for the assessments listed above or those in the **Coursework with Assessment Flexibility** section below, the request cannot be recalled and reapplied. This privilege is forfeited.

5.2 Evaluation Scheme for Missed Assessments

Term Project (Written Research Proposal: Done independently or in pairs). There are multiple deliverables for this project.

- Preliminary Project information (½ page summary of proposed CB research topic) due February 3. Submissions will be accepted until February 16 (midnight) without penalty.
- Written Research Proposal, Due March 24 (in class). Submissions will be accepted until March 28 (midnight) without penalty. Submit two identical paper copies to professor and upload one electronic copy to OWL Brightspace website for course.
- Oral Presentation of Research Proposal due March 31 (in class). Scheduling is tight, so there will be no opportunity to present at a later date.
- **All assignments received after the second date posted will be penalized 10% per day.**

Essential Learning Requirements

Even when Academic Considerations are granted for missed coursework, the following are deemed essential to earn a passing grade.

- A minimum passing grade on the Term project (written component).
- Minimum attendance and participation (present for at least seven of twelve scheduled sessions).

The consequences of not meeting these requirements will be a grade of 45 (or lower).

Coursework with Assessment Flexibility

By policy, instructors may deny Academic Consideration requests for the following assessments with built-in flexibility:

Quizzes. This course has **3** quizzes, and the 2 quizzes with the highest marks are counted towards your final grade.

- Should extenuating circumstances arise, students do not need to request Academic Consideration for the first missed quiz. Academic consideration requests will be denied for the next **2** missed quizzes.
- If a student is absent/late for a class when there is a pop quiz, then it is not possible to drop the lowest mark, so in this case the grade will be the average result of the two quizzes that were taken. If two pop quizzes are missed, then the student will automatically lose half the grades allocated to this portion (e.g., if two quizzes missed due to absenteeism/lateness, and only one quiz is taken with a result of 8/10, the grade result for this portion will be 4/10). If all three quizzes are missed the student will get a zero grade for this portion of the course.

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

The DAN Department has a grade policy which states that for courses in the 4000 range, the class average must fall between 72% and 77% for all sections of a course taught by the same instructor. In very exceptional circumstances only, class averages outside this range may be approved by the Undergraduate Chair or Chair. Class averages are not grounds for appeal.

6. Lecture and Examination Schedule

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

WEEK 1 (Jan 6): 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 13): "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 20): 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 27): QUALITATIVE RESEARCH

- **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.
- **Cleveland, M., Zhao, C. F., & Ghebrael, S. (2024)**. "I'm like, whatever you want me to be. I'm the flavor of the day": A mixed-methods study of the food dispositions and behaviors of mixed-race individuals. *Food Quality and Preference*, 121, 105259.
- **Holt, D.B. (1998)**, "Does Cultural Capital Structure American Consumption?" *Journal of Consumer Research*, 25(June), 1-25.

WEEK 5 (Feb 3): EXPLORATORY QUANTITATIVE RESEARCH

- **DUE: PRELIMINARY PROJECT INFORMATION (½ PAGE SUMMARY OF CB RESEARCH TOPIC: EMAIL PROF)**
- **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 10): MEASURING CONSTRUCTS AND SCALE DEVELOPMENT

- **Cleveland, M. & Laroche, M. (2007)**, "Acculturation to the Global Consumer Culture: Scale Development and Research Paradigm," *Journal of Business Research*, 60(3), 249-259.
- **Churchill, G.A. (1979)**, "A Paradigm for Developing Better Measures of Marketing Constructs," *Journal of Marketing Research*, 14(Feb.), 64-73.
- **Cleveland, M. (2023: In Press)**, "Within and Between Two Worlds: Conceiving, Measuring, and Applying Mixed-ethnic Identity in Three Countries," *Journal of International Marketing*.
<https://journals.sagepub.com/doi/10.1177/1069031X231212859>
- **Richins, M.L. (1997)**, "Measuring Emotions in the Consumption Experience," *Journal of Consumer Research*, 24(Sept.), 127-146.

Feb 16-22, 2026: Family Day and Reading Week (no scheduled classes).

WEEK 7 (Feb 24): SURVEY RESEARCH

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

WEEK 8 (Mar 3): 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 10): EXPERIMENTATION

- **Laroche, M.; Cleveland, M. & Maravelakis, I. (2006)**, "Competitive Advertising and Ad Repetition Effects: Comparing High- and Low-Share Brands," *International Journal of Advertising*, 25(3), 271-307.
- **Hui, M.K.; Thakor, M.V. & Gill, R. (1998)**, "The Effect of Delay Type and Service Stage on Consumers' Reactions to Waiting," *Journal of Consumer Research*, Vol. 24 (March), 469-480.
- **Pechmann, C. & Shih, C.-F. (1999)**, "Smoking Scenes in Movies and Antismoking Advertisements before Movies: Effects on Youth," *Journal of Marketing*, 63(3), 1-13.
- **Till, B.D. & Busler, M. (2000)**, "The Match-Up Hypothesis: Physical Attractiveness, Expertise, and the Role of Fit on Brand Attitude, Purchase Intent, and Brand Beliefs," *Journal of Advertising*, 29(3), 1-13.

WEEK 10 (Mar 17): 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 24): INTERNATIONAL CONSUMER RESEARCH

- **DUE: WRITTEN RESEARCH PROPOSAL: 2 IDENTICAL PAPER COPIES, 1 ELECTRONIC COPY (submit online copy on OWL Brightspace course site, under "Assignments").**
- **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 31): PRESENTATIONS OF TERM PAPERS

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

WEEK 13 (April 7): TBD

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

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

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

Student Code of Conduct <https://www.uwo.ca/univsec/pdf/board/code.pdf>

7.2 No Recording of Classes

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

7.3 Copyright Notice

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

8. Exam Policies

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

9. E-mail Policies

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

9.1 UWO.CA Email Addresses Only

For privacy reasons, students must use their Western email accounts to contact their Instructor. The instructor 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 instructor teaches different courses and sections and cannot properly respond to questions if they do not know which course or section you are enrolled in.

9.3 Acceptable Emails

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

9.4 Unacceptable Emails

- questions that may be answered on OWL or on this course outline
- asking when grades will be posted

- asking what grade a student received
- asking where or when an exam is scheduled or the material covered on an exam
- requests for grade increases, extra assignments, or reweighting of course components

10. Attendance

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

10.1 Short Absences.

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

10.2 Extended Absences.

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed about your difficulties.

11. Grade Fairness

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

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

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

12. Posting of Grades

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

13. University Policy Regarding Illness, Absence and Accommodation

13.1 Illness

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

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

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

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

Students can download the Student Medical Certificate (SMC) here:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

13.2 Religious Accommodation

When conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request an accommodation for their absence in writing to the course instructor and/or the Academic Advising office of their Faculty of Registration. This notice should be made as early as possible but not later than two weeks prior to the writing or the examination (or one week prior to the writing of the test).

Please visit the Diversity Calendars posted on our university's EDIDA website for the recognized religious holidays: <https://www.edi.uwo.ca>.

14. University Policy on Cheating and Academic Misconduct

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses. Students are urged to read the section on Scholastic Offenses in the Academic Calendar.

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

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

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

- A) All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking 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 Western University and Turnitin.com (<http://www.turnitin.com>).
- B) Computer-marked multiple-choice tests and/or exams may be Course Outlines subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

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. 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 may include a zero grade on the assessment, refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

15. Procedures For Appealing Academic Evaluations

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

16. Support Services

16.1 Support Services

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

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

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

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: https://www.uwo.ca/health/student_support/survivor_support/get-help.html
To connect with a case manager or set up an appointment, please contact support@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.

Dr. Mark Cleveland BIO

Dr. Mark Cleveland is the *Dancap Private Equity Chair in Consumer Behavior*, and Full Professor of Marketing, in the *DAN Department of Management and Organizational Studies*, at the *University of Western Ontario* (London, Ontario, Canada). Dr. Cleveland teaches numerous courses at the graduate and undergraduate levels, which presently includes marketing research, consumer behavior, consumer theory and methodology, and marketing management. Since 2013, he has been an Associate Editor for *International Marketing Review*, and is on the boards of several other journals, including the *Academy of Marketing Science Review*. His research interests are interdisciplinary, spanning marketing, consumer behavior, social psychology, and international business, with a special focus on globalization, consumer resistance, identity and culture, mixed ethnicity, cross-cultural consumer behavior, international market segmentation, social media and consumer behavior, sustainability and green marketing, and psychometrics. To date, he has conducted research on consumers living in 22 countries.

Dr. Cleveland has authored or co-authored more than 100 publications, including 52 journal articles, 15 book chapters, 2 books, and 59 conference papers. His scholarly work has more than 9000 citations on *Google Scholar*, and his research has featured in prominent media including *The New York Times*, *Forbes*, *The Globe and Mail*, *The Toronto Star*, *The Financial Post*, *La Presse*, *Psychology Today*, and *CBC's Marketplace*. He has been a consultant for numerous organizations, including *McKinsey and Co.*, *McCann Worldgroup*, and *Industry Canada*. He has received many awards for his scholarly activities, including four Best Paper Awards, numerous Best Conference Paper Awards, *Western's Faculty Scholar Award*, the *William R. Darden Best Paper Award in Research Methodology*, 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, and the *S. Tamer Cavusgil Award*, also from the *American Marketing Association*, for the article published in the calendar year that has made the most significant contribution to the advancement of the practice of international marketing management.

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