



## BUSI 4209: Consumer Culture Theory

### FALL 2025

<b>Instructor</b>	Alexander Dorohoi, PhD (Candidate), Contract Instructor
<b>Email Address</b>	<a href="mailto:AlexanderDorohoi@cunet.carleton.ca">AlexanderDorohoi@cunet.carleton.ca</a>
<b>Class Times</b>	September 3 <sup>rd</sup> to December 5 <sup>th</sup> , 2025, Wednesdays, 2:35 - 5:25 pm <i>Please see Carleton Central for class location.</i>
<b>Modality</b>	In-person, synchronous (not suitable for online students)
<b>Office Hours</b>	Thursday, 10:00 am – 11:00 am (via Zoom, and ideally by appointment).
<b>Meetings via Zoom</b>	<a href="https://carleton-ca.zoom.us/my/alexanderdorohoi">https://carleton-ca.zoom.us/my/alexanderdorohoi</a>
<b>Office Location</b>	TBD
<b>TA Name/Email</b>	Not applicable

### Pre-Requisites & Preclusions

Third year standing and BUSI 2208 or BUSI 2204 (with a grade of C– or higher in either). Please note that the Sprott School of Business enforces all prerequisites. Precludes additional credit for BUSI 4206 (no longer offered).

You are expected to have a strong working knowledge of core consumer and marketing concepts (e.g., SWOT / PEST analyses, segmentation / targeting / positioning, value propositions, customer satisfaction, product strategy, pricing strategy, distribution (channel) strategies, etc.). If your foundational understanding is lacking, please revisit what you covered in previous courses or read marketing textbook(s) available at the library.

Find the pre-requisites & precludes at: <https://calendar.carleton.ca/undergrad/courses/BUSI/>

### Course Description

This course is designed to gain a better understanding of what consumption is, what it does, and how we can empirically study it. The course takes a socio-cultural perspective towards consumption and the consumer, which means that our focus is on how markets and consumption both shape and are shaped by social, historical, and institutional forces; complementary to the individual and psychological motivations or decision-making processes that underline consumption.

The course also takes a “global” view on consumer culture, which has two implications: (1) that global flows of images, ideas, money, and people shape local consumer cultures; and that (2) “consumer culture” is not limited to a Western (Euro-American) trajectory but has multiple “historicitities” as well as “glocal” manifestations around the world.

**Modality:** This class will be in-person this semester. There may be unforeseen circumstances, which means one or more classes will be online. If so, it may be a mixture of synchronous and/or asynchronous delivery (via Zoom).

Every class will have discussions in which everyone is expected to participate. I will actively encourage students to participate. Also, there will be some asynchronous components to the course, including online discussion forums.

### **Instructor's Description**

I am a PhD candidate in marketing and a Contract Instructor at Sprott School of Business. My research looks at marketplace evolution mechanisms and consumer identity, and how these are impacted by processes of digitization. I hold an MSc from Queen's University, an MBA and a Graduate Diploma in Real Estate and Infrastructure from York University, and a BBA (Hons) from Nipissing University.

Abiding beliefs by which I live and teach are *adaptability*, a commitment to *continuous self-improvement*, and achievements being earned through *hard work and effort*. I have encountered exceptional professors in my own education, where moral integrity, inspiration, clear academic guidance, and unwavering support came with their very high expectations. I strive to embody these same values for my students. I will offer clear directions and be dedicated to your academic self-improvement. I will also expect you to take initiative, using what you learn here as a launchpad for personal discovery and excellence.

Lectures and assessments have been designed as building b-dlocks of a larger puzzle, which I will strive to help you build. Some evaluations might seem challenging at first glance, but by adopting a continuous self-improvement mentality, tackling them "*one step at a time*" with tenacity and adaptability, by the end of the course, I am confident that you will reflect the key learning outcomes.

### **Course Learning Objectives**

**By the end of this course, successful students will have demonstrated their ability to:**

Knowledge and Understanding Objectives:

- 1) **Evaluate "consumer behavior and consumption" from the cultural perspective.** This includes the ability to:
  - **Explain** how markets and consumption shape and are shaped by social, historical, and institutional forces, complementary to the individual drivers that underly consumption.
  - **Explain** key motivational strategies, and drivers of consumer behavior.
  - **Assess** culturally informed consumer behavior theories to practice and offer theoretical or managerial directions.
  - **Discuss and interpret** current consumer trends & recognize & debate potential future trends.
  - **Review and justify** marketing models, frameworks, and theories, with a keen focus on CCT-specific ones. Realize that the study of consumer behavior is the study of change.
- 2) **Analyze a real "life experience" with the cultural theoretical lenses,** including but not limited to the space we live in, a restaurant dining experience, and expectations from your post-graduation life stage. This skill includes the ability to:
  - **Engage in and investigate** your own (or future "intentions and desires") consumer behaviour with an increased awareness of the internal and external forces at work.
  - **Dissect** personal, social, and cultural bases for differences / similarities between consumers.

- **Identify, compare, and select** social and cultural theories and frameworks that can explain the “lived experience” dynamics.
  - **Link** personal-level consumer insights to marketing theories.
  - **Outline** the value of **qualitative** data collection and analysis for identifying consumer/marketing issues or consumption dynamics, formulating introspective analysis, and supporting recommendations. Know which, how and when to use appropriate (qualitative) research tools.
- 3) **Apply technical skills to communicate marketing findings.** This skill includes the ability to:
- **Coordinate, solve differences, and calibrate** with other teammates on a specific message to be documented.
  - **Design and produce** video presentations. Become self-sufficient in fulfilling a project independently, without specific technical guidance.
  - **Test and modify** videography projects that synthesize a marketing topic.

#### **Discipline/Professional and Transferable Skills:**

- 4) **Communicate findings in a persuasive, coherent and logical format**, either as a “written report” or “in person” presentation. This skill includes the ability to:
- **Assess** the topic of interest through research. This includes knowledge to *locate*, *evaluate*, *interpret* and *navigate* online scholarly databases, as well as to analyze, summarize & synthesize information from diverse sources, while appropriately citing references. Achieve “*Information literacy*”
  - **Collaborate** constructively with colleagues, professor, or others as applicable, to integrate different perspectives and to build team consensus towards preparing and delivering marketing and consumption presentations.
  - **Describe** the logic in a clear, concise, and credible way while employing proper English vocabulary, grammar and expression. Mindfully and effectively use key marketing language.
  - **Assemble** the output by using a suitable format for the desired output. Prepare a persuasive and clear written analysis of a marketing topic or demonstrate marketing analysis skills in (group) presentation(s).
- 5) **Create a competitive but respectful and effective team spirit**, meant to thrive in different cultural environments. This includes the ability to:
- **Define and describe** differences as related to cultural and personal background.
  - **Appraise** the nature of differences in perspective and **extrapolate** the critical factors affecting the group dynamics.
  - **Adapt** the personal style to match the given circumstance to achieve the team’s objective.

## **Learning Materials**

**Students are not required to purchase textbooks or other learning materials for this course.** Instead, we will be reading journal articles, chapters, and watching videos you can access through the Carleton library online. Most readings will be available on Brightspace with links to library access. Alternatively, you can find most of the articles for yourself by using the Business Source Complete database from the [library’s website](#) and entering the appropriate

search terms. Some of the videos we will watch are available on YouTube or other websites. For others, you will need to follow library links.

### Technical requirements

Students should consider installing any referencing software for citation management from the [MacOdrum Library webpage](#). References will be graded and are crucial for successful assignments.

Students should install and be familiar with using any software needed to complete the group project on videography.

### Grading Scheme and Important Dates to Note

Assignment Title	Weight	Due date
Group Projects skill-sets survey	0	Sept 10
Assignment 3 – options breakdown survey	0	Sept 10
Group Project – Proposal	2.5%	Sept 24
Participation	10%	Ongoing
Class Discussion Lead	10%	Ongoing
Assignment 1: Storied Life of Objects	10%	Oct 8
Course progress feedback survey	0	Oct 6 to Oct 12
Assignment 2: Dining Solo	20%	Nov 12
Group Project – Survey	1%	Dec 3
Group Project – Videography	21.5%	Dec 3
Assignment 3: My Identity Transition	25%	Dec 10
TOTAL	100%	

### Methods of Evaluation

**Note:** If a student cannot perform any of the following assignments (for valid reasons, such as religious, disability, or financial considerations), please reach out to me, and I can customize a substitute form of assessment.

Assignment & Type	Weight of Assessment (% of final grade)	Course Content /Activity	Notes
Participation  (including asynchronous Discussion Boards)	10% Ongoing	<ul style="list-style-type: none"> <li>Only the 10 best weeks out of 13 will count.</li> <li>Participation is imperative to obtain the necessary knowledge and tools for success, and all students are expected to engage in class discussions and exercises.</li> <li>This is your opportunity to demonstrate a working knowledge of the material being covered and to share &amp; gain new insights. <u>It begins with attending every class and being prepared!</u></li> </ul>	<ul style="list-style-type: none"> <li>Individual</li> <li>Not mandatory</li> <li>Partial grades will be made available before/during reading week.</li> <li>Final grade after the end of the term.</li> </ul>

		<ul style="list-style-type: none"> <li>• <u>Participation is evaluated based on depth and meaningfulness and NOT on superficial commentary.</u></li> <li>• We may also post and respond to discussion forum topics that correspond to lessons learned in class for certain weeks. You will post your comment and respond to classmates.</li> </ul>	
Class Discussion Lead – in groups	10%  Ongoing	<ul style="list-style-type: none"> <li>• Working with a partner or partners (group of 4 to 5), you will be responsible for reviewing the required readings in a certain week and leading the class discussion. A detailed description will be available on Brightspace.</li> <li>• You can sign up with partners for this assignment.</li> <li>• Please note that, given the number of students enrolled in the class, if you miss your assigned Discussion Leadership week, I may not be able to arrange an alternative date for you to complete this assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Groups of 4-5 students</li> <li>• Mandatory assignment</li> </ul>
Individual Assignment # 1	10%  <b>October 8<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• <i>Storied life of objects</i></li> <li>• A detailed description is available on Brightspace</li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory assignment</li> </ul>
Individual Assignment # 2	20%  <b>November 12<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• <i>Dining Solo</i></li> <li>• A detailed description is available on Brightspace</li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory assignment</li> </ul>
Group Project	25%  <b>December 3<sup>rd</sup></b>  2.5 points for research proposal  21.5 for presentation  1 point for the survey	<ul style="list-style-type: none"> <li>• <i>Videography project</i></li> <li>• A detailed description is available on Brightspace</li> <li>• Working as a part of a group of 4 to 5 students, you will research a subculture (or consumer tribe, or other similar consumer grouping) and prepare a <b><u>videography</u></b> that leverages many of the topics we've covered in the class throughout the semester.</li> <li>• This assignment has three stages: first, you will prepare a "research proposal", then complete the videography and lastly, fill out a survey regarding group dynamics. The 21.5% allocated for the presentation will be distributed based on the overall feedback from the survey (all group members can have the same grade if their survey answers point to a fairly distributed work, or they can be</li> </ul>	<ul style="list-style-type: none"> <li>• Groups of 4-5 students</li> <li>• Mandatory assignment</li> </ul>

		disproportionate if one or a few team members emerge as doing most or least of the work)	
Individual final term paper	25%  <b>December 10<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• <i>My Identity Transition</i></li> <li>• A detailed description will be made available on Brightspace during the week break.</li> <li>• You will have the entire second half of the semester to complete it.</li> <li>• The format and expectations will be very similar to Assignment #2; however, no field research will be required. Instead, you will conduct a deep introspective analysis of your identity transition post-graduation.</li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory assignment</li> </ul>

### Late Assignments

In this class, some assignments have firm deadlines for which there can be no extensions, and some assignments are eligible for penalty-free, no-questions-asked extensions, which require you to use 1 or more of your bank of “**grace days**” for the course. Each student has 5 grace days for relevant individual assignments. Treat these as a failsafe rather than planning to use them. Students are asked to inform the instructor, by means of a quick email, about their upcoming intent to use a grace day, no other explanations are needed. Here’s a breakdown of which assignments are eligible for a “*grace day*” extension or not:

- **Not eligible:** previously scheduled Group Presentations. The “*Class Discussion Lead*” can only be switched with another team, by joint agreement. The “*Group Project*” (videography) is not eligible to be changed.
- **Eligible:** all three individual assignments (assignment 1 – “*Storied Life of Objects*”; assignment 2 “*Dining Solo*”, and the final term paper on “*My Identity Transition*”)

Late assignments that are ineligible for “*grace days*” will receive an automatic zero. Similarly, once a student uses all 5 grace days, any assignment that would normally be eligible for “*grace days*” will face a 5% per day deduction (weekends included), up to a maximum of 25% (5 days); assignments submitted after that time receive a zero. Special consideration may be given if you are dealing with a protracted medical issue for which you can provide documentation.

### Preparation

The course is built upon the principles of **active learning**, which means that you – individually and in teams – must take responsibility for your own learning. You will set your own personal and professional goals for the course; use the resources provided in the syllabus and available technology to work towards your goals; identify other resources, including people, articles and videos that can help; and monitor your progress towards your goals. Please check in with me as needed.

Make sure you check the weekly schedule, critically read or watch the assigned article(s)/chapter(s)/video(s), and thoroughly prepare for class discussion. This material is best learned by participating, and not by sitting passively watching from the sidelines. If you read this, please send the name of your favorite movie to my listed email. Active learning requires



you to identify relevant terminology, concepts, ideas, and materials, critically analyze these, look for patterns and themes, make connections, and develop well-reasoned and articulated points of view.

In addition to discipline-specific goals and objectives, this course will also address communication, rhetorical, collaborative, research, analytical, problem-solving, creative, professional, ethical, and team-building skills.

**Participation** will be evaluated based on criteria such as punctuality, depth and meaningfulness of verbal engagement during lectures and/or online through posts and commentary on others' posts. Everyone can have a bad day; therefore, only the **10 best performances** out of the 13 weeks will be considered.

**Volunteer Note-Taker:** I will also offer the option for 1 or 2 students to participate by creating "*lecture summary slide(s)*" instead of engaging verbally during the lecture. These students will be selected voluntarily at the beginning of each class. While students will take notes during the lecture, the summary slide(s) will be created collaboratively at the end of the session on the shared screen, allowing the entire class to view and contribute any additional insights. This process is intended to help "*close the loop*" on the learning outcomes for that specific lecture. At the end of the lecture, the selected student(s) will email me one or two summary slides, which I will then post on Brightspace for everyone's use.

Participation is not a mandatory requirement to pass the course; however, it is essential for achieving the whole learning experience and outcomes intended for this course.

### **Classroom Etiquette**

WE ARE ALL IN THIS TOGETHER. I expect you to conduct yourselves in a professional manner, respect your fellow classmates, and invest in me as much as I invest in you. You are expected to come to class on time. Once you are in class, please do not leave class until the end. Arriving late for class, leaving class early, or leaving during class and returning is disruptive. Incidents of this will negatively impact your grade. I will keep track of attendance and participation. Students should create a "name tag" with their preferred short name, place it on their desk in every class, and ensure it is visible from the front of the class.

### **Course Communications**

There are many ways to communicate with me and each other in this class, but it is essential that you learn where and how to direct your questions to ensure timely responses. Note: emailing me is almost always the last resort. Here's a guide to communicating with me and your peers:

- "*I have questions about course content, assignments, and policies*": ask these on the "*Ask the Instructor*" forum on Brightspace and/or during class time (instead of sending 5 emails). This is all about equity: everything I communicate about such matters should be accessible to every student in the course.
- "*I have questions about work I'm doing on my own assignments*": come to office hours to discuss (Thursday 10:00 - 11:00 am), as these are not matters that can be handled efficiently via email. Appointments for all members of a group working on an assignment are most welcome. In fact, students are encouraged to book an appointment 1-2 weeks before their respective weekly discussion lead.
- "*I need to connect with a peer to discuss a class-related issue*": post your question or request via the "Peer-to-Peer Exchange" forum on Brightspace.

- “I need to discuss something private, or to set up a time to discuss something private”: come to office hours to discuss (Thursday 10:00 - 11:00 am), as these are not matters that can be handled efficiently over email.

In general, use email only for quick questions of a personal nature, to book an appointment outside of regular office hours, and/or to handle personal situations. I prefer to answer email Monday – Friday, 9:00 am – 5:00 pm, but not outside of those times (i.e., weekday evenings and weekends). Provide a subject line (*BUSI 4902 – CCT – specific email topic*) and limit yourself to the issues outlined above, and be sure to consult this syllabus and the course overview materials on Brightspace to see if they answer your question before you click “send.” Keep these simple guidelines in mind, and you will find that I reply quite quickly (usually within 24 hours). Note that if you email me after 5:00 pm on a Friday, however, the earliest time you should expect to receive a reply is sometime on Monday.

**Completion of Course:** Take careful note of [Section 5.1](#) of the Academic Regulations in the Undergraduate Calendar: “To obtain credit in a course, students must satisfy the course requirements as published in the course outline.” As per the “Evaluation” section below, if you have failed to submit any of the mandatory assignments (the three individual assignments and the Group Projects) within the prescribed timelines, you will fail the entire course.

**Grade Inquiries:** I’m always willing to review assignments. I only have two rules on the matter:

- 1) No discussions about grades until 48 hours have passed after the assignment is returned, and
- 2) Students must prepare a list of specific issues and a rationale to discuss, ones that engage faithfully with the feedback provided.

That is, you need to be prepared to engage with the feedback in a conversation with me about it. Once you’ve done so, visit me during office hours. Note that I’ll be providing detailed feedback on assignments leading up to the last lecture. Note, too, that requests for re-marking raise the possibility of a lower as well as a higher grade.

**Final Grades:** Standing in a course is determined by the course instructor, subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until the Dean has approved them.

**Intellectual Property Rights:** Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments, videos, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). I claim my intellectual property rights over all materials I have prepared for this course, and/or those given to use with permission from the previous course instructor. I do not grant permission to anyone to share these materials in digital or hard copy via course note sharing websites or in person.



## Course Schedule

*This is subject to change.*

Week # and Date	Main Topic	Pre-class Readings and Videos	Deliverables and Notes
Week 1 September 3 <sup>rd</sup>	<i>Course Introduction and what is CCT?</i>	Syllabus Brightspace page Introductory lecture: other ways of studying consumer behaviour.	None
Week 2 September 10 <sup>th</sup>	<i>New ways to understand Consumers and Consumption.</i>	2.1 McCracken, Grant (1986), <a href="#">Culture and consumption: a theoretical account of the structure and movement of the cultural meaning of consumer goods</a> , <i>Journal of consumer research</i> , 13 (1), p.71-84. 2.2 Holt, Doug B. (1995), <a href="#">How Consumers Consume: A Typology of Consumption Practices</a> , <i>Journal of consumer research</i> , 22(1), 1-16.	Last day for registration and course changes is next Tuesday, September 16 <sup>th</sup> (see the <a href="#">Academic Calendar</a> )
Week 3 September 17 <sup>th</sup>	<i>Ethnographic Research</i>	3.1 <a href="#">Dr. Belk Russell on qualitative research</a> (5 min) 3.2 <a href="#">Qualitative consumer &amp; marketing research</a> Chapter 4 <a href="#">Ethnography and observational methods</a> 3.3 <a href="#">Grounded Visual Pattern Analysis: Photographs in Organizational Field Studies</a> 3.4 Ethnographic Filmmaking by Dr. Belk: <a href="#">Part 1</a> , <a href="#">Part 2</a> , <a href="#">Part 3</a> 3.5 <a href="#">Ethnographic Filmmaking in Academia</a> 3.6 <a href="#">Making Ethnographic Film</a>	<b>All groups</b> will participate in zig-zag activities.
Week 4 September 24 <sup>th</sup>	<i>Consumption and Identity</i>	4.1 <a href="#">Ahuvia, Aaron C. (2005). "Beyond the Extended Self: Loved Objects and Consumers' Narratives," Journal of Consumer Research</a> , 32 (June), 171-184. 4.2 <a href="#">Epp, Amber M. and Linda L. Price (2009), "The Storied Life of Singularized Objects: Forces of Agency and Network Transformation," Journal of Consumer Research</a> , 36 (Feb), 820-837. 4.3 <a href="#">Vintage Photography, Consumer Culture and Identity</a>	Class Discussion Lead - <b>Team 1</b> <b>Group Research Proposal due, worth 2.5%.</b>

		4.4 <a href="#">Learning to inhabit the liquid liminal world of work: An auto-ethnographic visual study of work-life boundary transitions</a>	
Week 5 October 1 <sup>st</sup>	<i>Ideology</i>	5.1 <a href="#">Why do Americans buy so much (8-minute radio)</a> 5.2 <a href="#">Drenten, J., Gurrieri, L., Huff, A. D., &amp; Barnhart, M. (2024). Curating a consumption ideology: Platformization and gun influencers on Instagram. <i>Marketing theory</i>, 24(1), 91-122.</a> 5.3 <a href="#">Ideology and AI</a> 5.4 <a href="#">MIT Reader - History of Consumer Culture</a> 5.5. <a href="#">Ideology and critical marketing studies</a> (book chapter) 5.6 <i>Analytical frames: Towards and epistemology of consumer culture theory: Phenomenology and the context of context</i>	Class Discussion Lead - <b>Team 2</b> Class Discussion Lead - <b>Team 3</b>
Week 6 October 8 <sup>th</sup>	<i>Power</i>	6.1 HBR video on Power (9-mins): <a href="#">What It Is, How to Get It, and What to Do with It</a> 6.2 YouTube video on <a href="#">Foucault's Panopticon</a> (9-mins) 6.3 Instrumentarian power: <a href="#">The age of surveillance capitalism: the fight for a human future at the new frontier of power</a> – CH 12 and 13 only 6.4 Discursive power (Foucault): <a href="#">Marketplace Mythology and Discourses of Power</a> 6.5 <i>Analytical frames: Market System Dynamics</i>	Class Discussion Lead - <b>Team 4</b> <b>Course Progress feedback survey</b> <b>Individual Assignment 1, worth 10%</b>
<b>Week off – no class</b>			
Week 7 October 22 <sup>nd</sup>	<i>Liquid Consumption and Individuation</i>	7.2 <a href="#">Torchia, Daniel (2016). An alternative football club in a liquid modernity: FC United of Manchester. <i>Culture and Organization</i>, 22(3), 203-220.</a> 7.3 Search for identity (your DNA is not your culture) - See link on Brightspace 7.4 <a href="#">Stanley cups - a deep dive video (10-mins)</a> 7.5: <a href="#">Snacking Culture</a>	Class Discussion Lead - <b>Team 5</b>
Week 8	<i>The Consumer Body. Individual or Social?</i>	8.1 <a href="#">Thompson, Craig J., &amp; Hirschman, Elizabeth. C (1995). Understanding the socialized body: A poststructuralist analysis of consumers' self-conceptions, body images, and</a>	Class Discussion Lead - <b>Team 6</b>

October 29 <sup>th</sup>		<a href="#">self-care practices, <i>Journal of Consumer Research</i>, 22(2), 139-153.</a> 8.2 Victoria's Secret, Representation, Body Image and more - Why did we buy what Victoria's Secret was Selling: Link on Brightspace 8.3 <a href="#">Social Media and Body image</a>	
Week 9  November 5 <sup>th</sup>	<i>Consuming communities and groups.</i>	9.1 <a href="#">Schouten, John and James H. McAlexander (1995), "Subcultures of Consumption: An Ethnography of the New Bikers," <i>Journal of Consumer Research</i>, 22(1), 43-61</a> 9.2 <a href="#">Doc Martens Subculture</a> 9.3 <a href="#">Goth Subculture</a> 9.4 <a href="#">Cute Culture</a>	Class Discussion Lead - <b>Team 7</b>
Week 10  November 12 <sup>th</sup>	<i>Needs and Desires</i>	10.1 <a href="#">Belk, Russell W., Güliz Ger, and Soren Askegaard (2003), "The Fire of Desire: A Multisited Inquiry into Consumer Passion," <i>Journal of consumer research</i>, 12(30), 326-351.</a> 10.2 <a href="#">How the World Became Consumerist</a> 10.3 Discussion on Desire - Link on Brightspace	Class Discussion Lead - <b>Team 8</b> <b>Individual Assignment 2, worth 20%</b>
Week 11  November 19 <sup>th</sup>	<i>Brands as socially constructed, symbolically rich entities</i>	11.1 <a href="#">Holt (2005) Jack Daniels and Cultural Branding Principles</a> 11.2 <a href="#">Podcast, Hidden Signs, Episode Four (Authenticity)</a> 11.3 <a href="#">Craft Retail - a blog and review</a> 11.4 <a href="#">Chapter on Cultural branding and strategy</a>	Class Discussion Lead - <b>Team 9</b>
Week 12  November 26 <sup>th</sup>	<i>Consuming Marketized Spaces and Places</i>	12.1: <a href="#">Borghini, Stefania, Nina Diamond, Robert V. Kozinets, Mary Ann McGrath, Albert Muniz Jr., and John F. Sherry Jr. (2009), "Why Are Themed Brandstores So Powerful? Retail Brand Ideology at <i>American Girl Place</i>," <i>Journal of Retailing</i>, 85 (3), 363–75.</a> 12.2 <a href="#">What we would miss in an all online world</a> (open in a private browser if you've reached your article limit) 12.3 <a href="#">How In-store Tech will Transform Retail. MIT Sloan Management Review.</a> 12.4 <a href="#">Not necessary as part of group presentation - Read this short article on retail and watch 3-4 minute video within from Paco Underhill</a>	Class Discussion Lead - <b>Team 10 (if any)</b>

Week 13 December 3 <sup>rd</sup>	<b><i>Final Week</i></b>	In class research Group Project presentations	“Group Project” due (21.5 % of final grade) Team Building Survey due 1 % of final grade End of term survey will become available.
December 10 <sup>th</sup>	25%	<b>Final term paper due, worth 25%</b>	

Contribution to Learning Goals of the Program ([BCom](#), [BIB](#)):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
<b>CHECK (X) ONE PER ROW</b>				
<b>BC1 Knowledge</b> Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.				X
<b>BC2 Collaboration</b> Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.				X
<b>BC3 Critical Thinking</b> Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.				X
<b>BC4 Communication</b> Graduates will be effective and persuasive in their communications.				X
<b>BI5 Global Awareness (BIB ONLY)</b> Graduates will be globally-minded.				X

## ADDITIONAL INFORMATION



Stay updated with important notifications and announcements from Carleton University, by downloading the [Carleton University App!](#)

### Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### Required calculator in BUSI course examinations.

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

### Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership, and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

### Grading

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

### Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, [here](#):



<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

### **Requests for Academic Accommodation**

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](http://students.carleton.ca/course-outline)).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

### **Pregnancy Accommodation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **Religious obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](http://carleton.ca/pmc)

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support)

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for

accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)

### Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

### Sprott Student Services

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at [bcom@sprott.carleton.ca](mailto:bcom@sprott.carleton.ca) or at [bib@sprott.carleton.ca](mailto:bib@sprott.carleton.ca).

### Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: [carleton.ca/csas](https://carleton.ca/csas).

### Important Information:

- Students must always retain a copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.

- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>
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