

**BUSI 3705B**  
**International Buyer Behaviour**  
Winter 2018

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**I. OBJECTIVES**

A number of recent developments have created what perhaps are the most perplexing and unfathomable, and at the same time exciting and rich in opportunity, market conditions that both marketers and consumers worldwide have ever faced. The much-abused term “globalization” does not really refer to a new phenomenon. Nations, empires, and city-states, their rulers and citizens and businesses – they all have sought to expand to new environments ever since the Phoenicians, Greeks, Assyrians, Chinese, Romans, and other ancient peoples, with each expansion bringing both conflict and greater understanding between and among those involved. But the pace of globalization today, facilitated as it is by advances in communications and transportation, greater mobility and rising incomes, and the overall progress of science and knowledge, are unprecedented. At the same time, the same factors coupled with phenomena such as migration, regionalism, the rise in education levels, and the relative decline of the “nation-state”, have brought about fragmentation, factionalism, as well as Creolization.

Consumers today do not just “buy” products – they communicate through them, they use them to express their value systems and to build or underscore their identities – in short, they use them in ways far more complex than ever before. Three main schools of thought have emerged to explain today’s “global” markets – *convergence* (we are all becoming more alike), *divergence* (the more technical global barriers fall, the more we focus on expressing our local identities), and *eclecticism* (some combination of the two, depending on the case).

Against the above, the main objective of this course is to develop a managerial understanding of international buyer behaviour. The course builds on the basics of consumer behaviour and related fields (e.g., ethnography, cultural anthropology), and focuses on consumption in the context of culture, ethnicity, and multi-cultural buyers, on global acculturation and diversity, and on the effects of the emerging “new consumer” on marketing strategy. This course will hopefully be challenging, fun, and interesting, but it will not be easy since it deals with a brand-new field that is little understood – success depends in “getting involved” throughout, individualized learning, and a very, very open mind willing to strike out at new and untried directions.

## II. PREREQUISITES

Third-year standing in B. Com or B.I. B; BUSI 2204 OR BUSI 2208; and BUSI 2702 or BUSI 3703.  
**The School of Business enforces all prerequisites.**

## III. READING MATERIALS

**Text:** de Mooij, Marieke (2011), *Consumer Behaviour and Culture: Consequences for Global Marketing and Advertising*, 2<sup>nd</sup> Ed. (Sage)

**Additional suggested readings:** See section IV.3. below and Appendix.

**Note:** Having simply “taken” the prerequisites for this course is not enough – the operating assumption is that students taking it actually know the relevant material. If you have any doubt that your working knowledge is substantive and current, an additional reading requirement due on Session 2 is: “Know prerequisite content.”

## IV. METHOD AND EVALUATION

- See “Summary of Evaluation” later in this section for due dates and marking weights. The due dates are also shown in section V. Class Schedule.

### 1. Class Participation (CP)

CP is the classroom equivalent to professionals' participation in meetings. It is an important part of success in this course and is a specific assignment, not an option. Effective participation means (a) active, (b) substantive, and (c) continuous contribution. In other words, occasional nonsubstantive comments or questions will not meet the requirements of this assignment. Performance is assessed by the instructor based on each participant's contribution, which may take the form, among others, of raising or answering questions, offering comments, enriching the class with relevant items of interest from the media or personal experiences, taking part in brief in-class and/or take-home quizzes, cases, or other exercises, and overall effort throughout the term. To participate, one has to be in class; so, while there is no specific requirement for attendance, it also affects the CP evaluation.

### 2. Two in-class tests

These tests will help consolidate the knowledge that you acquire during the course. The format will be short essay and each test will take one hour. The test in which you achieve the higher mark will be weighed higher than the other in the evaluation plan (see below).

### 3. “Understanding the impact of culture” project (UICP)

The purpose of this project is to gain a better understanding of the role of culture in international buyer behaviour, by writing a short paper that will enable you to: (a) focus on a subject of your choice within the overall field; (b) learn about your chosen topic by drawing information from a number of cognate disciplines, so that you can broaden the perspective offered by the assigned text; and (c) learn about the impact of culture on specific aspects of the consumer behavior domain. The specific requirements are:

- The assignment will be handled on a team basis (team size tbd).
- The title of each team's paper will be “Culture and Buyer Behaviour: The impact on “XYZ””, where “xyz” will stand for the specific behavioral aspect you chose. Sample focus areas for defining “xyz” may be found in the Appendix A. Topic selections must be pre-cleared with me.  
Content: Within the chosen topic, the focus will normally be on explaining the type of impact culture exercises on the buyer behavior regarding the specific aspect you chose.

Theoretical explanations as well as real examples are welcomed. Please write the paper (essay) following the APA style.

- Each team must submit a paper summarizing its research on the chosen topic. The paper must be submitted both in hard copy and by email. It must be no longer than ten (10) pages (single space) plus appendices and references, and must be based on a bibliography containing a minimum of two (2) articles from academic journals per team member. Of the total number of articles, up to one-half may be drawn from those in Appendix A; the remainder must be identified by the team members based on a search of the literature.
- Each team must also do a formal presentation in class during a session dedicated to this purpose.
- Please see the Appendix A for suggested sources for this assignment.

#### **4. “ICB analysis” project (ICB)**

The main objective of this project is to demonstrate the link among cultural values and products/services consumption. These are the guidelines:

- The assignment will be handled on a team basis (team size = 5). Each group must decide which type of products and services consider for the project.
- Projects will normally be based on secondary information culled from online or hard-copy resources such as databases, country profiles, magazine or academic articles, and books (for example, EIU reports, Nielsen reports, etc.).
- Cultural values do not only refers to Hofstede’s 6-dimension model, but you can also use the 9-dimension of the GLOBE project, Schwartz 7-dimensions, or any other for which you find the corresponding scores.
- Please keep in mind that income is probably an intervening variable that in many cases may explain why people consume certain types of products. Therefore, if you are analyzing countries with significant differences in income, then it might be possible that you will not find significant relationships between consumption and cultural values.
- You can use correlations and regressions to explain how cultural values are linked with products/services consumption.
- In order to find relationships you must have data that shows consumption at a very specific type of product. For instance, if you are analyzing liquor consumption probably no relationship will be find because you are mixing too many different types of liquors together. In such a case it would be much better to look for specific types of liquor (i.e. Whisky, vodka, brandy, tequila, etc).
- Probably you will find much more rewarding to work with set of countries that have similar income levels, so any difference in consumption may be attributed to cultural values.
- If you decide to run multiple regressions, where consumption is the dependent variable and cultural values are independent variables, then do not forget to include income also as an independent variable just in case it captures some of the variance on the dependent variable.
- Both correlations and regressions to be considered significant must have a p-value lower than 0.05.
- Be aware of potential spurious relationships. These are statistically significant relationships but you cannot make sense of the relationship based on theoretical grounds.
- If you have had difficulties in finding significant relationships, please try to replicate the relationships reported in the textbook but with more recent data.
- Once you have found a relationship that your group can explain theoretically, then it would be nice to support that with a TV commercial or a printed ad as an example. This should include an in-depth analysis of the chosen product category with two broad themes in mind: “what

makes these buyers unique, different from, or similar to, others” and “what must a manager know as a precondition for marketing successfully that product category in international markets”.

- Each team must submit a written report.. Your report for this project should not have more than 20 pages (double space) excluding appendices and list of references.
- For every table, graph, figure, etc., that your group elaborate for this project must have the proper source and the year of the data.
- The time allocated for each group presentation will be 20 minutes.

### Summary of Assignments and Evaluation

Assignment	Session due	% of grade	
Two in-class tests			
First	6	20	
Second	10	20	40
“Understanding Impact of Culture” project			
Team paper	5	20	20
“ICB analysis” project			
Team presentation	12	10	
Team written report	12	15	25
Class Participation	throughout	15	15
Total			100

### Important Notes on Assignments and Evaluation

- All page limits specified in this outline are “hard” and non-negotiable; in other words, aim for the upper limit in each case (e.g., a 3-page submission for an assignment with a 10-page limit will be judged as insufficient) but do not exceed it. Material beyond the stated limit will not be read and the remaining submission will be judged on its merits. For fairness and comparability, all take-home written work must be submitted typed, on letter-size paper, with 2.5 cm margins all-round, in Times-Roman 12.
- In addition to content, all written work will be graded for grammar, spelling, writing style, and organization and presentation of the material. Cheating, plagiarism, and other instructional offences are not tolerated and can have severe penalties (please see the University’s statement on plagiarism below).
- For the in-class tests, you can bring a single sheet of letter-sized paper with handwritten notes on one side only providing they can be read without magnification tools (No photocopies are allowed)
- The group ICB presentations will be evaluated 50/50 by the class and the instructor.
- In case you think your group members have contributed unequally during the term to the 2 projects, you must submit, by Session 12, an independent evaluation of each team member’s (including self) contribution to the UICP and ICB projects, on a form that I will supply. If the mean mark given a student by his/her colleagues is at considerable variance (lower or higher) from his/her marks for other class work (tests, CP), then his/her team project marks will be adjusted accordingly.
- All assignments are normally marked and returned in-class one week after submission, and, in case a student is absent when an assignment is returned, are available for pick-up thereafter during office hours.
- Supplemental and grade raising examinations are not available in this course.

- i. Deadline extensions will not be granted, late assignments will not be accepted, and missed tests will not be rescheduled except for university-approved reasons (e.g., on medical grounds and with appropriate documentation).
- j. The above evaluation plan may have to be changed if changing class conditions so warrant.

## V. CLASS SCHEDULE

This schedule may be modified depending on the level of interest in the subjects to be discussed. It is each participant's responsibility to keep up to date with the overall progress of the course as the term unfolds, and with any specific changes announced in class.

Session	Theme	Text chapter	Assignments*
12.01.18	Course introduction and overview Introduction to course theme	1	Form teams Select UICP & ICB topics
19.01.17	Values and culture	2	
26.01.17	Values and culture		
02.02.17	Convergence and divergence in CB	3	
09.02.17	Focus on consumer attributes	4	UICP papers due
16.02.17	Test 1	1 – 4	In-class test 1
02.03.17	Focus on social processes	5	
09.03.17	Focus on psychological processes	6	
16.03.17	Dimensions of consumer behaviour	7	
23.03.17	Test 2	1 - 8	In-class test 2
06.04.18	Application to Marketing and Advertising Summary and advice for the final project	8	
11.04.18	Students' Presentations	1 - 8	ICB presentations ICB papers due

## ADDITIONAL INFORMATION

### 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, follower-ship 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.

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, Accommodations, Etc.

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 Accommodations

*For Students with Disabilities:*

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two

weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

#### *For Religious Obligations:*

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students and instructors can confirm accommodation eligibility of a religious event or practice by referring to the Equity Services website (<http://carleton.ca/equity/accommodation/religious-observances/>) for a list of holy days and Carleton's Academic Accommodation policies. If there are any questions on the part of the student or instructor, they can be directed to an Equity Services Advisor in the Equity Services Department for assistance.

#### *For Pregnancy:*

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

### **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. 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. 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 student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get

connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

### **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](http://carleton.ca/csas).

### **Important Information:**

- Students must always retain a hard 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 <http://carleton.ca/ccs/students/>
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## **Important Dates and Deadlines – Winter 2018 Graduate, Undergraduate and Special Students**

### **January 2**

University reopens at 8:30 a.m.

### **January 8**

Winter term classes begin.

### **January 12**

OSAP deferral deadline. [Late payment charges and late registration charges](#) applied to the student account on or after this date for eligible OSAP students.

### **January 19**

Last day for registration for winter term courses.

Last day to change courses or sections (including auditing) for winter term courses.

Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in Winter 2018 and must register for the Winter 2018 term.

### **January 19-21, 26-28**

Fall-term deferred examinations will be held.

### **January 31**

Last day for a [fee adjustment](#) when withdrawing from Winter term courses or the Winter portion of two-term courses (financial withdrawal). Withdrawals after this date will create no financial change to Winter term fees and will result in a grade(s) of WDN appearing on your official transcript.

### **February 16**

April examination schedule available online.

### **February 19**

Statutory holiday, University closed.

### **February 19-23**

Winter Break. Classes are suspended.

### **March 1**

Last day for receipt of applications from potential spring (June) graduates.

Last day for receipt of applications for admission to an undergraduate program for the summer term.

### **March 9**

Last day to request formal exam accommodations for April examinations to the Paul Menton Centre for Students with Disabilities. Late requests will be considered on case-by-case basis.

### **Date TBA**

[Last day to pay any remaining balance on your Student Account](#) to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents. An account balance may delay Summer 2018 course selection.

### **March 27**

Last day for summative or final examinations in winter term or fall/winter courses before the official examination period (see [Examination Regulations](#) in the Academic Regulations of the University section of the Undergraduate Calendar).

### **March 30**

Statutory holiday, University closed.

**April 7**

Last day to pay any remaining balance on your Student Account to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents.

**April 11**

Winter term ends.

Last day of fall/winter and winter-term classes.

Classes follow a Friday schedule

Last day for academic withdrawal from fall/winter and winter term courses.

Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall/winter and winter-term courses.

**April 12-13**

No classes or examinations take place.

**April 14-26**

Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all 7 days of the week.

**April 26**

All take home examinations are due on this day.

**May 11**

Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in Spring 2018 and must register for the Summer 2018 term.

**May 18-29**

Fall/winter and winter term deferred final examinations will be held.

**SAMPLE SOURCES FOR THE UICP**

(The books and articles below, as well as the course textbook, contain numerous other references to additional relevant sources in their bibliography lists.)

**A. Books**

- Costa, J.A., and G.J. Bamossy, eds. (1995), *Marketing in a Multicultural World: Ethnicity, Nationalism, and Cultural Identity*. Thousand Oaks, CA: Sage
- Herbig, Paul A. (1997), *Handbook of cross-cultural marketing*. Binghamton, NY: International Business Press
- Lofland, J., and L.H. Lofland (1995), *Analyzing Social Settings*. London: Thomson
- Samli, A. Coskun (1995), *International consumer behavior: its impact on marketing strategy development*. Westport, CT: Quorum
- Sherry, J.Jr . 1995. *Contemporary Marketing and Consumer Behavior: An Anthropological Sourcebook*, Thousand Oaks, CA: Sage
- Usunier, Jean-Claude and Julie Anne Lee (2005), *Marketing Across Cultures*. Essex, UK: Prentice-Hall, 4<sup>th</sup> ed.

**B. Articles in Peer-reviewed Academic Journals**

(All journals cited are available online via the Carleton University library.)

(There is considerable overlap among the categories below – articles in one may fit others too.)

**Acculturation**

- Berry, J. W. (2008). Globalisation and acculturation. *International Journal of Intercultural Relations*, 32(4), 328–336.
- Cleveland, M., Laroche, M., Pons, F., & Kastoun, R. (2009). Acculturation and consumption: Textures of cultural adaptation. *International Journal of Intercultural Relations*, 33(3), 196–212.
- Quester, P. G., & Chong, I. (2001). Australian Chinese Consumers : Does Acculturation Affect Consumer Decision Making ? *Journal of International Consumer Marketing*, 13(3), 7–28.
- Waldram, J. B. (2009). Is there a future for “Culture” in acculturation research? An anthropologist’s perspective. *International Journal of Intercultural Relations*, 33(2), 173–176.
- Ward, C., & Kagitcibasi, C. (2010). Introduction to “Acculturation Theory, Research and Application: Working with and for Communities.” *International Journal of Intercultural Relations*, 34(2), 97–100.

**Consumer Animosity**

- Huang, Y.-A., Phau, I., & Lin, C. (2010). Consumer animosity, economic hardship, and normative influence: How do they affect consumers’ purchase intention? *European Journal of Marketing*, 44(7/8), 909–937.
- Maher, A. a., Clark, P., & Maher, A. (2010). International consumer admiration and the persistence of animosity. *Journal of Consumer Marketing*, 27(5), 414–424.
- Maher, A. a., & Mady, S. (2010). Animosity, subjective norms, and anticipated emotions during an international crisis. *International Marketing Review*, 27(6), 630–651.
- Riefler, P., & Diamantopoulos, A. (2007). Consumer animosity: a literature review and a reconsideration of its measurement. *International Marketing Review*, 24(1), 87–119.

### **Cultural Distance**

- Chirkov, V. I., Lynch, M., & Niwa, S. (2005). Application of the scenario questionnaire of horizontal and vertical individualism and collectivism to the assessment of cultural distance and cultural fit. *International Journal of Intercultural Relations*, 29(4), 469–490.
- Crotts, J. C. (2004). The Effect of Cultural Distance on Overseas Travel Behaviors. *Journal of Travel Research*, 43(1), 83–88.
- Dupuis, M.-J., Haines III, V. Y., & Saba, T. (2008). Gender, family ties, and international mobility: Cultural distance matters. *The International Journal of Human Resource Management*, 19(2), 274–295.
- Ng, S. I., Lee, J. A., & Soutar, G. N. (2007). Tourists' intention to visit a country: The impact of cultural distance. *Tourism Management*, 28(6), 1497–1506.
- Reichert, C. F., Company, T. R., Gill, T., & Westem, C. (2004). Effect of Cultural Distance on Customer Service Satisfaction : A Theoretical Framework and Research Agenda. *Advances in Consumer Research*, 31, 202–207.
- Suanet, I., & Vijver, F. J. R. V. A. N. D. E. (2009). Perceived Cultural Distance and Acculturation among Exchange Students in Russia. *Journal of Community & Applied Social Psychology*, 19, 182–197.
- Swift, J. S. (1998). Cultural closeness as a facet of cultural affinity. *International Marketing Review*, 16(3), 182–201.

### **Culture and Advertising**

- Bjerke, R., & Polegato, R. (2006). How Well Do Advertising Images of Health and Beauty Travel Across Cultures ? A Self-Concept Perspective. *Psychology & Marketing*, 23(10), 865–884.
- Bulmer, S., & Buchanan-Oliver, M. (2006). Advertising across Cultures: Interpretations of Visually Complex Advertising. *Journal of Current Issues & Research in Advertising*, 28(1), 57–71.
- Cervellon, M., & Dubé, L. (2000). Standardisation versus cultural adaptation in food advertising : insights from a two-culture market. *International Journal of Advertising*, 19, 429–447.
- Management, M., Kingdom, U., Keywords, S., This, L. I., & Lass, P. (2004). National Cultures , Values and Lifestyles Influencing Consumers ' Perception towards Sexual Imagery in Alcohol Paushali and Susan Hart Advertising : An Exploratory Study in the UK , Germany and Italy. *Journal of Marketing Management*, 20, 607–623.
- Nickerson, C. (2003). Remarkable or Modest ? The Role Played by Culture in Aduertisiug. *Business Communication Quarterly*, 66(1), 61–71.
- Nye, C. W., Roth, M. S., & Shimp, T. a. (2008). Comparative advertising in markets where brands and comparative advertising are novel. *Journal of International Business Studies*, 39(5), 851–863.
- Rojas-Méndez, José I., Gary Davies, and Canan Madran (2009). "Explaining Universal Differences in Advertising Avoidance Behavior: A cross-cultural study", *Journal of Business Research*, 62(10): 947-954.

### **Culture and Emotions**

- Bello, R. S., Brandau-Brown, F. E., Zhang, S., & Ragsdale, J. D. (2010). Verbal and nonverbal methods for expressing appreciation in friendships and romantic relationships: A cross-cultural comparison. *International Journal of Intercultural Relations*, 34(3), 294–302.
- Cochrane, L., & Quester, P. (2005). Fear in Advertising : The Influence of Consumers ' Product Involvement and Culture. *Journal of International Consumer Marketing*, 17(2/3), 7–32.
- Kline, S. L., Horton, B., & Zhang, S. (2008). Communicating love: Comparisons between American and East Asian university students. *International Journal of Intercultural Relations*, 32(3), 200–214.
- Matsumoto, D. (1989). Cultural Influences on the Perception of Emotion. *Journal of Cross-Cultural Psychology*, 20(1), 92–105.
- Miyamoto, Y., Uchida, Y., & Ellsworth, P. C. (2010). Culture and mixed emotions: co-occurrence of positive and negative emotions in Japan and the United States. *Emotion*, 10(3), 404–415.
- Russell, J. a. (1991). Culture and the categorization of emotions. *Psychological bulletin*, 110(3), 426–50.

- Tronvoll, B. (2011). Negative emotions and their effect on customer complaint behaviour. *Journal of Service Management*, 22(1), 111–134.
- Wierzbicka, A. (1986). Human Emotions: Universal or Culture-Specific? *American Anthropologist*, 88, 584–594.

### **Culture and Family Decision Making**

- Ford, J. B., LaTour, M. S., & Henthorne, T. L. (1995). Perception of Marital Roles in Purchase Decision Processes: A Cross-Cultural Study. *Journal of the Academy of Marketing Science*, 23(2), 120–131.
- Green, R. T., Leonardi, J.-P., Chandon, J.-L., Cunningham, I. C. M., Verhage, B., & Strazzieri, A. (1983). Societal Development and Family Purchasing Roles: A Cross-National Study. *Journal of Consumer Research*, 9(4), 436.
- Laroche, M., Yang, Z., Kim, C., & Richard, M.-O. (2007). How culture matters in children's purchase influence: a multi-level investigation. *Journal of the Academy of Marketing Science*, 35(1), 113–126.
- Mehta, S. C. (2000). An Examination of Marital Roles in the Housemaid Decision : Perspectives from Singaporean Couples. *Journal of International Consumer Marketing*, 12(3), 47–67.
- O'Guinn, T. C., Faber, R. J., & Imperia, G. (1986). Subcultural influences on family decisionmaking. *Psychology and Marketing*, 3(4), 305–317.
- Su, C., & Wang, S. (2010). A cross-cultural study of east asian adolescents ' influence in family purchase decisions. *Journal of Global Business and Technology*, 6(1), 52–68.
- Webster, C. (1993). Marital roles in decision making: The effect of Hispanic subcultural identification. *The Journal of Marketing Management*, 2(2), 34–41.

### **Culture and General Definitions**

- Belk, R. W., Devinney, T., & Eckhardt, G. (2005). Consumer Ethics Across Cultures. *Consumption Markets & Culture*, 8(3), 275–289.
- Carlson, B. D. (2009). Trait Superstition and Consumer Behavior : Measurement , and Initial Investigations. *Psychology & Marketing*, 26(8), 689–713.
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