



Carleton
University

Sprett
School of Business

BUSI 3705A
International Buyer Behaviour
Fall 2024

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Class meets: Friday 8:35 am – 11:25 am
Office hours: By Appointment

Modality: In Person, although it may be possible that 1-2 sessions be delivered online.

I. COURSE CALENDAR DESCRIPTION & PREREQUISITES

The behaviour of end-consumers, business and government buyers, and investors in the international context. National, cross-national, and subnational segments and behaviour differences. Adaptation vs. standardization strategies in the context of socio-psychological, legal, technological, international procurement rules, and other constraints and opportunities.

The School of Business enforces all prerequisites.

Third-year standing in BCom or BIB; BUSI 2204 OR BUSI 2208; and BUSI 2702 or BUSI 3703.

II. OBJECTIVES

Welcome to the captivating world of "International Buyer Behaviour." In an era of rapid globalization, where borders are no longer barriers and markets transcend national boundaries, understanding the intricate dynamics of consumer choices on a global scale has become more essential than ever before. This course is designed to comprehensively explore the fascinating realm of consumer behaviour in an international context.

As a prospective student of this course, you are embarking on a journey that will unveil the complexities and nuances behind consumers' decisions when faced with diverse cultural, social, economic, and psychological influences. Together, we will delve into the minds of consumers across the globe, uncovering the underlying drivers that shape their preferences, purchasing patterns, and brand perceptions.



The scope of international buyer behaviour is a captivating intersection of various disciplines, including psychology, sociology, economics, anthropology, and marketing. The main objective of this course is to gain a deep understanding of the theoretical frameworks underpinning consumer behaviour and how to apply this knowledge to real-world scenarios faced by multinational corporations, local businesses, and even policymakers.

III. READING MATERIALS

Text: de Mooij, Marieke (2019), *Consumer Behaviour and Culture: Consequences for Global Marketing and Advertising*, 3rd Ed. (Sage)

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. Two Tests (50%)

These tests will help consolidate the knowledge that you acquire during the course. The format will be short essays.

2. “Understanding the impact of culture” project (UICP) (10%)

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 behaviour domain. The specific requirements are:

- The assignment will be handled on a team basis (ideally 5 students per group).
- The title of each team’s paper will be “Culture and Buyer Behaviour: The impact on “XYZ””, where “xyz” will stand for the specific behavioural 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 buyer behaviour 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 an essay summarizing its research on the chosen topic. The essay must be submitted in Brightspace. 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.
- Please see Appendix A for suggested sources for this assignment.
- The essay structure suggested is the following: the title page with identification of the group members), table of contents, executive summary, introduction, main text (which will include the main subheadings that your team has decided to cover with the corresponding arguments), conclusion, list of references.

3. “ICB analysis” project (ICB) (20%)

The main objective of this project is to demonstrate the link between 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.).
- 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 the expected 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 found 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 it much more rewarding to work with a 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 variances 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 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 success that product category in international markets”.
- Each team must submit a written report in Brightspace in addition to a power point presentation. Your report for this project should not have more than 20 pages (single-space) excluding appendices and the list of references.
- For every table, graph, figure, etc., that your group elaborates on for this project must have the proper source and the year of the data.
- Groups must present their results to the whole class. The time allocated for each group presentation will be 15 minutes.

4. Individual Assignments (10%)

During the term, students will have to submit two individual assignments (5% each assignment). Instructions are given in Brightspace Session 2 and Session 3.

5. Class Participation (10%)

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.

Summary of Assignments and Evaluation

Assignment	Session due	% of grade	
Two in-class tests			
First	7	25	
Second	11	25	50
“Understanding Impact of Culture” project			
Team paper	5	10	10
“ICB analysis” project			
Team presentation	12	10	
Team written report	12	10	20
Individual Assignments	3 & 4	10	10
Class Participation	1-12	10	10
Total			100

Important Notes on Assignments and Evaluation

- a. 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.
- b. 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). The use of Artificial Intelligence to create a report is NOT allowed in this course.
- c. 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.
- g. All assignments are normally marked and returned one week after submission.
- h. 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

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 Brightspace.

Session	Date	Theme	Text chapter	Assignments*
1	06.09.24	Global consumers in a global village?	1	Form teams Select UICP
2	13.09.24	Values and culture: Introduction	2	
3	20.09.24	Values and culture: Models and UAI	2	Individual assignment 1
4	27.09.24	Values and culture: IND & PDI	2	Individual assignment 2
5	04.10.24	Values and culture: MAS, LTO & IDG	2	UICP essays due
6	11.10.24	Convergence and divergence - Consumer Attributes	3-4	
7	18.10.24	Test 1	1 – 4	Test 1
8	01.11.24	Social processes	5	
9	08.11.24	Mental processes	6	
	15.11.24	NO - CLASSES		
10	22.11.24	Consumer Behavior Domains and Applications	7-8	
11	29.11.24	Test 2	1 - 8	Test 2
12	06.12.24	Students’ Presentations	1 - 8	ICB presentations ICB papers due

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
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				X
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X
BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>				X

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, 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).

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

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

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 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

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

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

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 or at 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.

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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APPENDIX “A”
International Buyer Behaviour – BUSI 3705

SAMPLE SOURCES FOR THE UICP
UPDATED AUGUST 2023

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

- Ashaduzzaman, M., Jebarajakirthy, C., Das, M., & Shankar, A. (2021). Acculturation and apparel store loyalty among immigrants in Western countries. *Journal of Marketing Management*, 37(5-6), 488–519.
- Berry, J. W. (2008). Globalisation and acculturation. *International Journal of Intercultural Relations*, 32(4), 328–336.
- Bundy, L. (2017). Expatriates go shopping: Food and shopping acculturation. *International Journal of Retail & Distribution Management*, 45(10), 1079-1094.
- Cleveland, M. (2018). Acculturation to the global consumer culture: Ten years after and agenda for the next decade. *Journal of Global Scholars of Marketing Science*, 28(3), 257-271.
- 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.
- Cleveland, M., Rojas-Méndez, J. I., Laroche, M., & Papadopoulos, N. (2016). Identity, culture, dispositions and behavior: A cross-national examination of globalization and culture change. *Journal of Business Research*, 69(3), 1090-1102.
- Dey, B. L., Alwi, S., Yamoah, F., Agyepong, S. A., Kizgin, H., & Sarma, M. (2019). Towards a framework for understanding ethnic consumers' acculturation strategies in a multicultural environment: A food consumption perspective. *International Marketing Review*, 36(5), 771-804.
- Kizgin, H., Jamal, A., & Richard, M. (2018). Consumption of products from heritage and host cultures: The role of acculturation attitudes and behaviors. *Journal of Business Research*, 82, 320-329.
- Miocevic, D., & Zdravkovic, S. (2020). Acculturation of Expatriate Consumers: Conditional Effects of Mental Attachments to Home Country. *Journal of Global Marketing*, 33(3), 193–206.
- Mo, T., & Wong, N. (2019). Standing out vs fitting in: Luxury value perception and acculturation. *International Marketing Review*, 36(3), 483-510.
- Quester, P. G., & Chong, I. (2001). Australian Chinese Consumers: Does Acculturation Affect Consumer Decision Making? *Journal of International Consumer Marketing*, 13(3), 7–28.
- Sepehr, S., Carlson, J., Rosenberger III, P., & Pandit, A. (2023). Social media discussion forums, home country and immigrant consumer acculturation: the case of Iranian immigrants in Australia. *The Journal of Consumer Marketing*, 40(1), 136–149.
- 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

- Abraham, V., & Reitman, A. (2018). Conspicuous consumption in the context of consumer animosity. *International Marketing Review*, 35(3), 412-428.
- Al Ganideh, S. F., & Elahee, M. N. (2018). Dealing with “enemy-brothers”: Sunni arab consumers’ animosity toward iran and turkey. *Journal of Consumer Marketing*, 35(4), 451-462
- Antonetti, P., Manika, D., & Katsikeas, C. (2019). Why consumer animosity reduces product quality perceptions: The role of extreme emotions in international crises. *International Business Review*, 28(4), 739-753.
- Campo, S., & Alvarez, M. D. (2019). Animosity toward a country in the context of destinations as tourism products. *Journal of Hospitality & Tourism Research*, 43(7), 1002-1024.
- Cheah, I., Phau, I., Kea, G., & Huang, Y. A. (2016). Modelling effects of consumer animosity: Consumers' willingness to buy foreign and hybrid products. *Journal of Retailing and Consumer Services*, 30, 184-192.
- Farmaki, A. (2023). Animosity and Tourism: Resident Perspectives. *Journal of Travel Research*, 4728752211467–
- Han, C. M. (2017). Individualism, collectivism, and consumer animosity in emerging asia: Evidence from korea. *Journal of Consumer Marketing*, 34(4), 359-370.
- 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.
- Josiassen, A., Kock, F., Assaf, A. G., & Berbekova, A. (2023). The role of affinity and animosity on solidarity with Ukraine and hospitality outcomes. *Tourism Management*, 96, 104712.
- Kalliny, M., Hausman, A., Saran, A., & Ismaeil, D. (2017). The cultural and religious animosity model: Evidence from the united states. *Journal of Consumer Marketing*, 34(2), 169-179.
- Kim, C., Yan, X., Kim, J., Terasaki, S., & Furukawa, H. (2022). Effect of consumer animosity on boycott campaigns in a cross-cultural context: Does consumer affinity matter? *Journal of Retailing and Consumer Services*, 69, 103123–.
- Leonidou, L. C., Kvasova, O., Christodoulides, P., & Tokar, S. (2019). Personality traits, consumer animosity, and foreign product avoidance: The moderating role of individual cultural characteristics. *Journal of International Marketing*, 27(2), 76-96.
- 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.
- Mandler, T., Bartsch, F., Krüger, T., Kim, K. A., & Han, C. M. (2023). Consumer animosity: the mitigating effect of perceived brand globalness. *International Marketing Review*, 40(2), 365–384.
- Rojas-Méndez, J. I., Massi, M., & Gallito, E. (2022). Consumer pandemic animosity: scale development and validation. *International Marketing Review*, 39(6), 1417–1442.
- Shoham, A., Gavish, Y., & Rose, G. M. (2016). Consequences of consumer animosity: A meta-analytic integration. *Journal of International Consumer Marketing*, 28(3), 185-200.
- Stepchenkova, S., Dai, X., Kirilenko, A. P., & Su, L. (2020). The Influence of Animosity, Ethnocentric Tendencies, and National Attachment on Tourists’ Decision-Making Processes during International Conflicts. *Journal of Travel Research*, 59(8), 1370–1385.
- Wang, S., Tang, Z., Stewart, D. W., & Paik, Y. (2023). Interplay of consumer animosity and product country image in consumers’ purchase decisions. *Journal of International Business Studies*, 54(3), 505–513.
- Westjohn, S. A., Magnusson, P., Peng, Y., & Jung, H. (2021). Acting on anger: Cultural value moderators of the effects of consumer animosity. *Journal of International Business Studies*, 52(8), 1591–1615.

Consumer Cosmopolitanism

- Bookman, S. (2012). Branded Cosmopolitanisms: “Global” Coffee Brands and the Co-creation of “Cosmopolitan Cool.” *Cultural Sociology*, 7(1), 56 – 72.

- Cleveland, M., Erdođan, S., Arıkan, G., & Poyraz, T. (2011). Cosmopolitanism, individual-level values and cultural-level values: A cross-cultural study. *Journal of Business Research*, 64(9), 934–943.
- 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.
- Deb, M., & Sinha, G. (2016). Impact of culture on religiosity, cosmopolitanism and ethnocentrism. *Asia Pacific Journal of Marketing and Logistics*, 28(1), 56-72.
- Fastoso, F., & González-Jiménez, H. (2020). Materialism, cosmopolitanism, and emotional brand attachment: The roles of ideal self-congruity and perceived brand globalness. *Journal of Business Research*, 121, 429–437.
- Han, C. M. (2017). Cosmopolitanism and ethnocentrism among young consumers in emerging asia. *Asia Pacific Journal of Marketing and Logistics*, 29(2), 330-346.
- Han, C. M., Wang, X., & Nam, H. (2021). The changing nature of consumer animosity and cosmopolitanism among young, individualistic consumers in emerging Asia: evidence from China. *Asia Pacific Journal of Marketing and Logistics*, 33(2), 647–666.
- Khare, A., & Kautish, P. (2021). Cosmopolitanism, self-identity, online communities and green apparel perception. *Marketing Intelligence & Planning*, 39(1), 91–108.
- Lee, K. T., Lee, Y.-I., & Lee, R. (2014). Economic nationalism and cosmopolitanism: A study of interpersonal antecedents and differential outcomes. *European Journal of Marketing*, 48(5), 1133–1158.
- Mainolfi, G. (2022). Luxury during trade tensions. The influence of economic animosity, cosmopolitanism and patriotism on intention to buy foreign luxury products. *International Marketing Review*, 39(1), 32–54.
- Makrides, A., Kvasova, O., Thrassou, A., Hadjielias, E., & Ferraris, A. (2022). Consumer cosmopolitanism in international marketing research: a systematic review and future research agenda. *International Marketing Review*, 39(5), 1151–1181.
- Prince, M., Yaprak, A., Cleveland, M., Davies, M. A. ., Josiassen, A., Nechtelberger, A., Nechtelberger, M., Palihawadana, D., Renner, W., Chovanova Supekova, S., & Von Wallpach, S. (2020). The psychology of consumer ethnocentrism and cosmopolitanism: a five-country study of values, moral foundations, gender identities and consumer orientations. *International Marketing Review*, 37(6), 1013–1049.
- Prince, M., Yaprak, A. N., & Palihawadana, D. (2019). The moral bases of consumer ethnocentrism and consumer cosmopolitanism as purchase dispositions. *Journal of Consumer Marketing*, 36(3), 429-438.
- Riefler, P., & Diamantopoulos, A. (2009). Consumer cosmopolitanism: Review and replication of the CYMYC scale. *Journal of Business Research*, 62(4), 407–419.
- Riefler, P., Diamantopoulos, A., & Siguaw, J. a. (2012). Cosmopolitan consumers as a target group for segmentation. *Journal of International Business Studies*, 43(3), 285–305.

Consumer Ethnocentrism

- Aljukhadar, M., Boeuf, B., & Senecal, S. (2021). Does consumer ethnocentrism impact international shopping? A theory of social class divide. *Psychology & Marketing*, 38(5), 735–744.
- El Banna, Alia, Nicolas Papadopoulos, Steven A. Murphy, Michel Rod and José I. Rojas-Méndez, (2018). "Ethnic identity, consumer ethnocentrism, and purchase intentions among bi-cultural ethnic consumers: 'Divided loyalties' or 'dual allegiance'?", *Journal of Business Research*, 82(January), 310-319.
- Baber, R., Upadhyay, Y., Baber, P., & Kaurav, R. P. S. (2023). Three Decades of Consumer Ethnocentrism Research: A Bibliometric Analysis. *Business Perspectives and Research*, 11(1), 137–158.
- Balabanis, G., Diamantopoulos, A., Mueller, R. D., & Melewar, T. C. (2001). The Impact of Nationalism, Patriotism and Internationalism on Consumer Ethnocentric Tendencies. *Journal of International Business Studies*, 32(1), 157–175.
- Balabanis, G., & Siamagka, N. T. (2022). A meta-analysis of consumer ethnocentrism across 57 countries. *International Journal of Research in Marketing*, 39(3), 745–763.
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