



Carleton
University

Sprett
School of Business

BUSI 3705A

International Buyer Behaviour

Fall 2021

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Modality : Online (lecture sessions will be asynchronous)
Online (Office hours will be synchronous)

Class meets: Monday 11:35 – 14:25
Location: Brightspace
Office hours: Monday 3:00 – 4:00 pm
(Ottawa time) or by Appointment

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. COURSE CALENDAR DESCRIPTION & PREREQUISITES

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 B. Com or B.I. B; BUSI 2204 OR BUSI 2208; and BUSI 2702 or BUSI 3703.

III. READING MATERIALS

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

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)

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 (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 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 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 the Appendix A for suggested sources for this assignment.
- The essay structure suggested is the following: 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 have decided to cover with the corresponding arguments), conclusion, list of references.

3. “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.).
- 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 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 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 in Brightspace. 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.
- Groups must produce a video with the presentation of this project, and submit it in the last week of classes. The time allocated for each group video 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.

Summary of Assignments and Evaluation

Assignment	Session due	% of grade	
Two in-class tests			
First	6	25	
Second	11	25	50
“Understanding Impact of Culture” project			
Team paper	5	15	15
“ICB analysis” project			
Team video presentation	12	10	
Team written report	12	15	25
Individual Assignments	3 & 4	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).
- 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, 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), then his/her team project marks will be adjusted accordingly.
- 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	Theme	Text chapter	Assignments*
13.09.21	Global consumers in a global village?	1	Form teams Select UICP
20.09.21	Values and culture: Introduction	2	
27.09.21	Values and culture: Models and UAI	2	Individual assignment 1
04.10.21	Values and culture: IND & PDI	2	Individual assignment 2
11.10.21	Values and culture: MAS, LTO & IDG	2	UICP essays due
18.10.21	Test 1	1 – 3	Test 1
01.11.21	Convergence and divergence - Consumer Attributes	3-4	
08.11.21	Social processes	5	
15.11.21	Mental processes	6	
22.11.21	Consumer Behavior Domains and Applications	7-8	
29.11.21	Test 2	1 - 8	Test 2
06.12.21	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, 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

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

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

Pregnancy 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

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 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 <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

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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- Riefler, P., & Diamantopoulos, A. (2007). Consumer animosity: a literature review and a reconsideration of its measurement. *International Marketing Review*, 24(1), 87–119.
- 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.

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., Erdoğ an, 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.
- Han, C. M. (2017). Cosmopolitanism and ethnocentrism among young consumers in emerging asia. *Asia Pacific Journal of Marketing and Logistics*, 29(2), 330-346.
- 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.
- 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

- 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.
- 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.

- Bizumic, B. (2019). Effects of the dimensions of ethnocentrism on consumer ethnocentrism. *International Marketing Review*, 36(5), 748-770.
- 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.
- Fernández-Ferrín, P., & Bande-Vilela, B. (2013). Regional ethnocentrism: Antecedents, consequences, and moderating effects. *Food Quality and Preference*, 30(2), 299–308.
- Guo, G., & Zhou, X. (2017). Consumer ethnocentrism on product judgment and willingness to buy: A meta-analysis. *Social Behavior and Personality: An International Journal*, 45(1), 163-176
- Kavak, B., & Gumusluoglu, L. (2007). Segmenting food markets - The role of ethnocentrism and lifestyle in understanding purchasing intentions. *International Journal of Market Research*, 49(1), 71–94.
- Lumb, R., & Jerome C. Kuperman. (2012). Ethnocentrism in the U.S.: An examination of the Cetscale stability from 1994 to 2008. *Academy of Marketing Studies Journal*, 16(1), 99 – 110.
- Pecotich, A., & Rosenthal, M. J. (2001). Country of Origin, Quality, Brand and Consumer Ethnocentrism. *Journal of Global Marketing*, 15(2), 31 – 60.
- Sharma, P. (2014). Consumer ethnocentrism: Reconceptualization and cross-cultural validation. *Journal of International Business Studies*, 46(3), 381–389.
- Strizhakova, Y., & Coulter, R. a. (2015). Drivers of Local Relative to Global Approach. *Journal of International Marketing*, 23(1), 1–22.
- Tsai, W.-H. (Sunny), Lee, W.-N., & Song, Y.-A. (2013). A Cross-Cultural Study of Consumer Ethnocentrism between China and the U.S. *Journal of International Consumer Marketing*, 25(2), 80–93.
- Yen, Y. (2018). Extending consumer ethnocentrism theory: The moderating effect test. *Asia Pacific Journal of Marketing and Logistics*, 30(4), 907-926.
- Yildiz, H., Heitz-Spahn, S., & Belaud, L. (2018). Do ethnocentric consumers really buy local products? *Journal of Retailing and Consumer Services*, 43, 139-148.

Consumer Xenocentrism

- Balabanis, G., & Diamantopoulos, A. (2016). Consumer xenocentrism as determinant of foreign product preference: A system justification perspective. *Journal of International Marketing*, 24(3), 58-77.
- Balabanis, G., Stathopoulou, A., & Qiao, J. (2019). Favoritism toward foreign and domestic brands: A comparison of different theoretical explanations. *Journal of International Marketing*, 27(2), 38-55.
- Cleveland, M., & Balakrishnan, A. (2019). Appreciating vs venerating cultural outgroups. *International Marketing Review*, 36(3), 416-444.
- Diamantopoulos, A., Davydova, O., & Arslanagic-Kalajdzic, M. (2019). Modeling the role of consumer xenocentrism in impacting preferences for domestic and foreign brands: A mediation analysis. *Journal of Business Research*, 104, 587-596.
- Mueller, R. D., Wang, G. X., Liu, G., & Cui, C. C. (2016). Consumer xenocentrism in china: An exploratory study. *Asia Pacific Journal of Marketing and Logistics*, 28(1), 73-91.
- Prince, M., Davies, M. A. P., Cleveland, M., & Palihawadana, D. (2016). Here, there and everywhere: A study of consumer centristm. *International Marketing Review*, 33(5), 715-754.
- Rojas-Méndez, J. I., & Chapa, S. (2020). X-scale: A new scale to measure consumer xenocentrism. *Marketing Intelligence & Planning*, 38(3): 354-368.

Consumer Patriotism

- 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.

- Beltsy D. Gelb. (2002). "Market Patriotism": Advertising Dilemma. *Journal of Advertising Research*, (January / February), 67 – 69.
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