

Sociology 393H1F
New Topics in Sociology: Consumer Society
Fall 2018, Mondays 2:10-4:00 pm
UC140 – University College, 15 King's College Circle

Course Syllabus

SCOPE AND AIMS

What makes people buy things? And what are the social effects of their buying patterns? Sociologists have been studying consumer behaviour for over a century, as social critics and as applied (marketing) researchers. In this course, we will examine both bodies of sociological research, pure and applied. We will consider what sociologists have found out about consumer motivation – what we might call the demographics and social psychology of buying behaviour. We will also review what sociologists have written about consumerism (or materialism) as a way of life, a tradition that goes back to Karl Marx and Thorstein Veblen.

PREREQUISITE

1.0 SOC at the 200 or higher level. Students without this requirement will be removed at any time discovered and without notice.

INSTRUCTOR INFORMATION

Professor Lorne Tepperman teaches this course. His office is in University College, room 143. Office hours are Mondays 1-2pm, or by appointment. His e-mail address is lorne.tepperman@utoronto.ca

READINGS

The assigned readings are available on the course website and University of Toronto library system.

EVALUATION

Test 1 October 15.....	20 percent
Test 2 November 26	20 percent
Final Examination.....	20 percent
Term Paper.....	30 percent
Participation.....	10 percent

Term Tests will be held in class, during class time. The date and location of the December final examination is set by the Faculty of Arts and Sciences and is announced in November. If you miss this examination, or expect to miss this examination, please discuss this problem and its solution with the Registrar of the Faculty of Arts and Sciences.

THE GRADING METHOD

The term tests and final examination will comprise short answer and multiple-choice questions based on the lectures and assigned readings. If you attend lectures, take notes, read carefully, and review thoroughly, you can expect to get a good grade. Everyone who

gets a good grade in this course follows this practice. Many students also benefit from studying and reviewing the material with other students. If you have problems doing well on multiple choice tests, seek help from the Academic Success Centre at

<http://www.studentlife.utoronto.ca/asc/exam-preparation>

1. **Tests:** There are two in-class tests. Each is worth 20% and will consist of multiple choice and short answer questions. These in-class tests will cover the assigned readings and lectures for the designated section of the course. The tests **are not** cumulative. Test dates are highlighted on the syllabus. To assist you in preparation for the tests, review sessions will be held one week before the test (see course outline below for locations and times).
2. **Final examination:** There is a final examination during the designated end-of-term examination period, time and location to be determined.
3. **Essay Assignment:** The details of this assignment follow below. This assignment will be worth 30% of your grade and it is due on the second-to-last scheduled class (November 26th). You have the entire semester to work on this assignment. The instructions for preparing your term paper can be found below.
4. **Participation (10%):** As part of your grade for this course, you will receive credit for turning in a “response card” at the **end** of each lecture.

Here’s how the response cards work (**read this!**):

- At the **end** of each lecture, submit a 3x5 inch index card (it must be 3x5 or you will not get credit). Your card should have your name, your student number, the date, and **at least two sentences** of response to the **QUESTION OF THE DAY**, which will be given to you during lecture.
- You can submit a "response" only if you were actually in class. Do **NOT** turn in a card for someone else—this is a violation of the academic code of conduct.
- The responses are each worth 1.44 marks and you must do **7** for a total 10 marks, or 10 percent of your final mark.
- Each card is marked pass/fail. If your answer demonstrates critical engagement with the question, you will receive full credit. If it doesn’t, you will receive a 0 grade.

There will be no comments given on these assignments, but you can meet with your TA to discuss them. Given that you have 8 opportunities to submit 7 cards (you can miss a class without penalty), there will be **NO MAKE-UP opportunities**. Card marks will be posted periodically to Quercus, but please do not e-mail us about this.

Instructions for Preparing the Essay Assignment

1. Select one social/demographic group – women or men, rich or poor, urban or rural, old or young, immigrants or native born, Canadian or _____ (foreign), majority

- group or minority group, etc. Describe one or more of their distinctive consumer behaviours. Then, explain how they learned that behaviour – i.e., the agents of socialization involved – and how they use the consumer behaviour to signal their group membership.
2. The total length of your paper is to be 2500-3500 words (10-14 pages) plus references. Please correct for spelling and grammar errors before submitting.
 3. Use and cite a minimum of 10 **peer-reviewed** journal articles in preparing your paper. Your paper should use ASA (American Sociological Association) referencing. Please see the document posted on Quercus for instructions on how to write a paper using ASA formatting (**ASA format citation guide.pdf**).
 4. All references should be from the year 2000 or later; earlier references should be justified (e.g., as a “classic study”).
 5. Direct quotations must be enclosed in quotation marks and a specific reference cited. Paraphrases of published material do not require quotation marks but must indicate a reference source.
 6. Submit one paper copy for grading and keep the original. Additionally, submit an electronic copy to Turnitin, as per instructions on the website. Assignments not submitted through *Turnitin* will receive a grade of zero (0 %) **unless a student instead provides, along with their paper**, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own.

Go to <http://www.turnitin.com> to submit your paper online. For access, enter the **class ID** and **enrolment password** (you will receive these before your paper is due). Normally, students will be required to submit their course essays to *Turnitin.com* for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the *Turnitin.com* service are described on the *Turnitin.com* web site. If you cannot submit your paper in class, go to room 225 at 725 Spadina Avenue by 4:50 p.m. on the due date, put a date/time stamp (found in room 225) on the top page of your paper, put it into the drop box for 300-level courses, **and then notify your TA that your paper is there.**

This assignment is due at the beginning of our second-to-last scheduled class. There will be no extensions except for documented medical reasons. Penalties of **10% per day of lateness** will be applied for papers handed in after the deadline.

Plagiarism

Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices acceptable in high

school may prove unacceptable in university. Know where you stand by reading the “Code of Behaviour on Academic Matters” in the Calendar of the Faculty of Arts and Science.

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto’s *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact the professor or TA’s. If you have questions about appropriate research and citation methods, seek out additional information from us, or from other available campus resources like the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please seek the advice of your college registrar.

“ Students agree that by taking this course all required papers may be subject to submission for textual similarity review to *Turnitin.com* for the detection of plagiarism. All submitted papers will be included as source documents in the *Turnitin.com* reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University’s use of the *Turnitin.com* service are described on the *Turnitin.com* web site.

Help from Your Teaching Assistant

The teaching assistants in this course will hold scheduled office hours and respond to your emails. Please be judicious in your use of email. Use it only for questions that are brief and specific. Generally, if it will take the T.A. more than 5 minutes to respond to your inquiry, they will ask you to visit office hours. Before sending a question by email, be sure to check the course outline to see if an answer is already available. Emails should NOT be seen as an alternative to doing the reading or attending the lectures. Expect to receive a response from the T.A. within three working days. For more in-depth discussions of the lectures, readings, tests and course assignments, please make use of the T.A.’s office hours.

ATTENDANCE

Responsibility for being aware of what the professor says in lectures (including administrative announcements) rests with students. As a precaution in case they miss a lecture, students should have a “buddy” who is willing to share their lecture notes. Students are expected to regularly check the course website on Blackboard for important information about tutorial and test locations, lecture slides, and grades.

MAKE-UP TESTS

Students who miss a test will receive a mark of zero for that test unless reasons beyond their control prevent them from taking it. **Within three days** of the missed test, students who wish to write the make-up test must send or give the TA a written request for special consideration that explains why the test was missed. A request should be accompanied by contact information (the student's telephone number and email address) so the date, time and place of the make-up test can be communicated to the student. At the make-up test a student must submit **proper documentation from a physician or college registrar** (see below). A student who misses a test and the subsequent make-up test for a valid reason will not have a third chance to take the test. Instead, the grade assigned for the missed test will be the same as the grade the student earns on the other test in this course.

Makeup Tests will be held at _____ pm on the following dates, in a room to be assigned:
Makeup test #1 – October 22
Makeup test #2 – December 3

ACCESSIBILITY NEEDS

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

DOCUMENTATION FROM YOUR PHYSICIAN OR COLLEGE REGISTRAR

If you miss a test or a paper deadline, **do not** contact the instructor or a TA unless you have followed the steps described here. Telling the professor or TA why you missed a deadline or a test probably will not help.

- In case of **illness**, you must supply a duly completed University of Toronto Verification of Student Illness or Injury form, available at www.illnessverification.utoronto.ca. A doctor's note is acceptable but **MUST** contain the start and anticipated end date of the illness. There is a blank Certificate in the Faculty of Arts and Science Registration Handbook & Timetable. Please give this Certificate to Course Coordinator.
- If a **personal or family crisis** prevents you from meeting a deadline, please ask your college registrar to send a letter of explanation to Professor Tepperman.

NEED ADVICE?

Students who need advice on any subject relevant to their success and well-being at the University of Toronto should immediately seek help from their College Registrar's Office. That's what the Registrar's advisors are there for. You can rely on their help to be intelligent, compassionate, and confidential.

Lecture Topics and Reading Assignments, by date

Sept 10 1. Studying consumer behaviour sociologically

Sept 17	2. Making and teaching the consumer culture
Sept 24	3. Agents of socialization: Families, peers, and schools
Oct 1	4. Shaping Consumer Consciousness: The Media
Oct 8	Thanksgiving – No school
Oct 15	Test #1
Oct 22	5. Types of buyers: Income groups and classes
Oct 29	6. Types of buyers: Women and men
Nov 5	No class – reading week
Nov 12	7. Types of buyers: Immigrants and ethnic minorities
Nov 19	8. Types of buyers: High and low income countries
Nov 26	Test #2
Dec 3	9. Breaking and bending the rules
Dec 6	10. Buying as a means of social change

Final Examination

Assigned Readings (* = recommended, not required). All assigned readings are available for download on the course website.

Lecture 1

Angelis, M. D., Bonezzi, A., Peluso, A. M., Rucker, D. D., & Costabile, M. (2012). On braggarts and gossips: A self-enhancement account of word-of-mouth generation and transmission. *Journal of Marketing Research*, 49(4), 551-563.

Lastovicka, J. L., & Sirianni, N. J. (2011). Truly, Madly, Deeply: Consumers in the Throes of Material Possession of Love. *Journal of Consumer Research*, 38, pp. 323-342.

MacInnis, D., & Folkes, V. (2009). The Disciplinary Status of Consumer Behavior: A Sociology of Science Perspective on Key Controversies. *Journal of Consumer Research*, 36, pp. 899 – 914.

Woodruffe-Burton, H., & Eccles, S., & Elliott, R. (2001). Towards a Theory of Shopping:

A Holistic Framework. *Journal of Consumer Behaviour*, 1(3), pp. 256-266.

*Litvin, Goldsmith, and Pan, "Electronic word-of-mouth in hospitality and tourism management," *Tourism Management*, 2008, 458-468

Lecture 2

Arnould, E. J., & Thompson, C. J. (2005). Consumer culture theory (CCT): Twenty years of research. *Journal of consumer research*, 31(4), 868-882.

Chaplin, L., & Lowrey, T. (2009). The Development of Consumer-Based Consumption Constellations in Children. *Journal of Consumer Research*, 36, pp. 757-777.

Featherstone, M. (1987). Lifestyle and consumer culture. *Theory, Culture & Society*, 4(1), 55-70.

Shaw, I., & Aldridge, A. (2003). Consumerism, health and social order. *Social Policy and Society*, 2(1), 35-43.

*Calvert, S. L. (2008). Children as consumers: Advertising and marketing. *The future of children*, 18(1), 205-234.

*Johnston, J. (2008). The citizen-consumer hybrid: ideological tensions and the case of Whole Foods Market. *Theory and Society*, 37(3), 229-270.

*Moschis, G., & Churchill, G. (1978). Consumer Socialization: A theoretical and Empirical Analysis. *Journal of Marketing Research*, 15(1), pp. 599-609.

Lecture 3

Belch, M. A., & Willis, L. A. (2002). Family decision at the turn of the century: Has the changing structure of households impacted the family decision-making process?. *Journal of Consumer Behaviour*, 2(2), 111-124.

Fiese, B. H., Foley, K. P., & Spagnola, M. (2006). Routine and ritual elements in family mealtimes: Contexts for child well-being and family identity. *New directions for child and adolescent development*, 2006(111), 67-89.

Johnstone, M. L., & Todd, S. (2012). Servicescapes: The role that place plays in stay-at-home mothers' lives. *Journal of Consumer Behaviour*, 11(6), 443-453.

McNeill, L., & Graham, T. (2014). Mother's choice: An exploration of extended self in infant clothing consumption. *Journal of Consumer Behaviour*, 13(6), 403-410.

Nørgaard, M. K., & Brunsø, K. (2011). Family conflicts and conflict resolution regarding food choices. *Journal of Consumer Behaviour*, 10(3), 141-151.

*Huff, A. D., & Cotte, J. (2013). Complexities of consumption: The case of childcare. *Journal of Consumer Affairs*, 47(1), 72-97.

Lecture 4 Media

D'enbeau, S. (2011). Sex, feminism, and advertising: The politics of advertising feminism in a competitive marketplace. *Journal of communication inquiry*, 35(1), 53-69.

Freeman, M. (2015). Branding consumerism: Cross-media characters and story-worlds at the turn of the 20th century. *International Journal of Cultural Studies*, 18(6), 629-644.

McAllister, M. P. (2003). Is commercial culture popular culture?: A question for popular communication scholars. *Popular Communication*, 1(1), 41-49.

Nixon, S. (2006). The pursuit of newness: Advertising, creativity and the 'narcissism of minor differences'. *Cultural Studies*, 20(1), 89-106.

*Cowell, A. (2001). Advertising, rhetoric, and literature: A medieval response to contemporary theory. *Poetics Today*, 22(4), 795-827.

Lecture 5

Berger, J., & Ward, M. (2010). Subtle signals of inconspicuous consumption. *Journal of Consumer Research*, 37(4), 555-569.

Chaplin, L. N., Hill, R. P., & John, D. R. (2014). Poverty and materialism: A look at impoverished versus affluent children. *Journal of Public Policy & Marketing*, 33(1), 78-92.

Elliott, R., & Leonard, C. (2004). Peer pressure and poverty: Exploring fashion brands and consumption symbolism among children of the 'British poor'. *Journal of Consumer Behaviour*, 3(4), 347-359.

Roper, S., & La Niece, C. (2009). The importance of brands in the lunch-box choices of low-income British school children. *Journal of Consumer Behaviour*, 8(2-3), 84-99.

*Ordabayeva, N. & Chandon, P. (2010). Getting Ahead of the Joneses: When Equality Increases Conspicuous Consumption among Bottom-Tier Consumers. *Journal of Consumer Research*, 38, pp. 27-41.

*Saatcioglu, B. & Ozanne, J. (2013). Moral Habitus and Status Negotiation in a Marginalized Working-Class Neighborhood. *Journal of Consumer Research*, 40, pp. 692-710.

Lecture 6

Fischer, E., & Arnold, S. J. (1994). Sex, gender identity, gender role attitudes, and consumer behavior. *Psychology & Marketing*, 11(2), 163-182.

Rozin, P., Hormes, J., Faith, M. & Wansink, B. (2012). Is Meat Male? A Quantitative Multimethod Framework to Establish Metaphoric Relationships. *Journal of Consumer Research*, 39, pp. 629-643.

Schneider, H., Schoenenberg, I., & Ferie, F. (2013). The distribution of influence in purchase decisions by male homosexual couples. *Journal of Consumer Behaviour*, 12(5), 345-357.

Vezech, S., Gunter, B. & Lieberman, M. (2017). Women's responses to stereotypical media portrayals: An fMRI study of sexualized and domestic images of women. *Journal of Consumer Behaviour*, 16, pp. 322-331.

*Wang, Y., & Griskevicius, V. (2013). Conspicuous consumption, relationships, and rivals: Women's luxury products as signals to other women. *Journal of Consumer Research*, 40(5), 834-854.

Lecture 7

Badot, O., Carrier, C., Cova, B., Desjeux, D., & Filser, M. (2009). The Contribution of Ethnology to Research in Consumer and Shopper Behavior: toward Ethnomarketing. *Research and Applications in Marketing*, 24(1), pp. 93-111.

Bone, S., Christensen, G., & Williams, J. (2014). Rejected, Shackled, and Alone: The Impact of Systemic Restricted Choice on Minority Consumers' Construction of Self. *Journal of Consumer Research*, 41, pp. 451-474.

Hesapci, O., Merdin, E., & Gorgulu, V. (2016). Your ethnic model speaks to the culturally connected: Differential effects of model ethnicity in advertisements and the role of cultural self-construal. *Journal of Consumer Behaviour*, 15, pp. 175-185.

Sutton-Brady, C., Davis, T., & Jung, M. (2010). Perceived cultural spaces and cultural in-betweens: Consumption among Korean Australians. *Journal of Consumer Behaviour*, 9(5), 349-363.

*Visconti, L. M., Jafari, A., Batat, W., Broeckerhoff, A., Dedeoglu, A. Ö., Demangeot, C., ... & Regany, F. (2014). Consumer ethnicity three decades after: A TCR agenda. *Journal of Marketing Management*, 30(17-18), 1882-1922.

Lecture 8

Al-Mutawa, F. S., Elliott, R., & Nuttall, P. (2015). Foreign brands in local cultures: A socio-cultural perspective of postmodern brandscapes. *Journal of Consumer*

Behaviour, 14(2), 137-144.

Beki-Becheur, A., Ourahmoune, N. & Ozcaglar-Toulouse, N. (2014). The polysemic meanings of couscous consumption in France. *Journal of Consumer Behaviour*, 13, pp. 196-203.

Martin, B. A., Lee, M. S. W., & Lacey, C. (2011). Countering negative country of origin effects using imagery processing. *Journal of Consumer Behaviour*, 10(2), 80-92.

Sandikci, Ö., & Ger, G. (2009). Veiling in style: How does a stigmatized practice become fashionable?. *Journal of Consumer Research*, 37(1), 15-36.

Sobh, R., Belk, R., & Gressel, J. (2012). Modest seductiveness: Reconciling modesty and vanity by reverse assimilation and double resistance. *Journal of Consumer Behaviour*, 11 pp. 357-267.

Stephens, N. J., & Swartz, T. A. (2013). Beliefs of Chinese buyers of pirated goods. *Journal of Consumer Behaviour*, 12(1), 42-48.

Lecture 9

Arndt, A. D., & Ekebas-Turedi, C. (2017). Do men and women use different tactics to cope with the embarrassment of buying condoms?. *Journal of Consumer Behaviour*, 16(6), 499-510.

Bradshaw, A. and Canniford, R. (2010). Excremental Theory Development. *Journal of Consumer Behaviour*, 9, pp. 102-112.

Hassan, M., Mydock, S., Pervan, S. J., & Kortt, M. (2016). Facebook, self-disclosure, and brand-mediated intimacy: Identifying value creating behaviors. *Journal of Consumer Behaviour*, 15(6), 493-502.

Morales, A., and Fitzsimons, G. (2007). Product Contagion: Changing Consumer Evaluations through Physical Contact with "Disgusting" Products. *Journal of Marketing Research*, 11(2), pp. 272-283.

Wilcox, K., Kim, H. M., & Sen, S. (2009). Why do consumers buy counterfeit luxury brands? *Journal of marketing research*, 46(2), 247-259.

Lecture 10

Einwohner, R. L. (1999). Practices, opportunity, and protest effectiveness: Illustrations from four animal rights campaigns. *Social Problems*, 46(2), 169-186.

Klein, J. G., Smith, N. C., & John, A. (2004). Why we boycott: Consumer motivations for boycott participation. *Journal of Marketing*, 68(3), 92-109.

Thompson, C. J., & Coskuner-Balli, G. (2007). Enchanting ethical consumerism: The case of community supported agriculture. *Journal of consumer culture*, 7(3), 275-303.

*Burchell, K. & Rettie, R. & Patel, K. (2013). Marketing social norms: Social marketing and the 'social norm approach.' *Journal of Consumer Behaviour*, 12, pp. 1-9.

*Grant, P., Bal, A., & Parent, M. (2012). Operatic flash mob: Consumer arousal, connectedness and emotion. *Journal of Consumer Behaviour*, 11, pp. 244-251.