

**CRS 701: LITERATURE AND THOUGHT IN  
CONSUMER, APPAREL AND RETAIL STUDIES  
DEPARTMENT OF CONSUMER, APPAREL AND RETAIL STUDIES  
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO  
SPRING 2019  
WEDNESDAYS; 5:30 – 8:20 P.M.  
352 STONE BUILDING**

**PROFESSOR:** Dr. Nancy Hodges  
209 Stone Building  
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Office Hours: By appointment

**COURSE DESCRIPTION:**

Overview of concepts, frameworks, thought, and research within the domains of consumer, apparel, and retail studies. Emphasis on contemporary thinking and identifying opportunities and directions for future research.

**STUDENT LEARNING OUTCOMES:**

Upon completion of this course, the student will be able to:

- Describe streams of research pertinent to the areas of consumer, apparel, and retail studies.
- Define the domains of thought that comprise consumer, apparel, and retail studies.
- Identify and evaluate the studies that have significantly shaped thought and research within consumer, apparel, and retail studies.
- Evaluate and use strategies for locating extant sources when conducting a review of literature.
- Identify and define the different approaches used to conduct a literature review.
- Assess the consumer, apparel, and retail studies literature for trends, gaps, and potential research avenues.
- Synthesize the trends, gaps, and potential research avenues found within the literature with individual research interests.

**CONTENT OUTLINE:**

The course is focused on understanding literature and thought that shapes research in the field of consumer, apparel, and retail studies. Concepts and domains important to the development of thought within the field are discussed, as are the studies seminal to shaping knowledge in the field. Approaches to evaluating the literature and assessing knowledge within the domains are also discussed. Investigation of different approaches to conducting background research on a topic, including state of the art reviews and gap analyses, is an integral part of the course. Evaluation and discussion of different types of literature reviews will occur regularly to provide

students with examples of literature reviews, but also as a means for students to become familiar with the range of knowledge produced within the field of consumer, apparel, and retail studies. Students will be expected to glean from the readings, papers and discussion the key components of evaluating, interpreting, and assessing research in the field. Students are then expected to apply and synthesize such knowledge within a review of literature pertinent to their own research interests.

#### **EVALUATION:**

##### Discussion Participation and Leadership

The course is conducted in seminar format, with several content related readings assigned for discussion each week. Each student will be assigned discussion leadership on a rotating basis. This involves presenting the key issues pertaining to the research and domain dealt with in the particular reading. This also involves developing questions to lead the discussion and facilitate dialogue about the reading.

Learning is emergent in this course, in that it is the result of reading and discussing the ideas and concepts that surface within the articles. Students will also learn from each other, through discussion of the readings, assignments, and sharing experiences with writing each short paper as well as the term paper. It is therefore expected that ALL students will contribute to the discussion each night. Do not underestimate the impact that lack of participation has not just on one's grade, but on the overall learning outcomes that one gains from being actively engaged in discussion.

##### Papers and Presentation

Four short papers (5-7 pages maximum) and a term paper (25-30 pages) are required. Each of the short papers will address an aspect of or approach to evaluating and reviewing literature within consumer, apparel and retail studies, and specifically relative to the student's topic of interest. Each student will present/share one short paper during class discussion on dates assigned by the Professor. This sharing provides all students with further depth to the literature than can be covered by weekly readings alone. Short papers should provide concise discussion of sources pertinent to the research topic, and will be evaluated for the effective use of strategies for locating, summarizing, and organizing these sources. A detailed explanation of expectations, objectives, and evaluation of each of the papers will be provided.

A final term paper that integrates each of the four short papers is required. The term paper should illustrate depth of investigation into the literature on the topic and highlight areas of potential further research. The term paper will be evaluated for depth of perspective and integration of issues covered in the course. **APA guidelines must be followed in the preparation of the paper and an abstract must be included. Students are also expected to follow APA guidelines for referencing ideas and/or citations taken from published work.** A presentation of the topic during class time is also required. Each student will work with the Professor to determine an appropriate topic for examination. Presentations will occur during the final class meeting.

All papers are submitted in two formats. First, all papers must be submitted in electronic form in Canvas to be run through the turnitin plagiarism checking software by 5:00pm on the specified

due date. Second, all papers must be submitted in hard copy to me at the beginning of the class period on the date they are due (see schedule below). Electronic copies sent to me through email will not be accepted.

### Evaluation

The breakdown for evaluation is as follows:

- 100 points (20%) Discussion participation and leadership
- 50 points (10%) Short Paper #1: Seminal Works
- 50 points (10%) Short Paper #2: State of the Art
- 50 points (10%) Short Paper #3: Gap Analysis
- 50 points (10%) Short Paper #4: Future Research Avenues
- 200 points (40%) Term paper and presentation

Total possible points = 500. Grades will be assigned on a scale of A, A-, B+, B, B-, C+, C, and F. Late work (with the exception of the term paper) will be accepted up to 11:59 pm two weekdays after the assigned due date, but will be penalized an automatic reduction of one full grade prior to evaluation. Work submitted after the two weekday grace period will not be accepted. No late term papers will be accepted, regardless of reason. Absences, late arrivals and early departures will count against the total participation points.

The UNCG Honor Code must be followed. **Plagiarism of any kind will result in a score of ZERO on any of the assignments submitted for the class.** The UNCG Academic Integrity Policy States: “If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and will not be tolerated.” By choosing to enroll in this course and by completing the assignments, projects, examinations, etc., you are by default held to the standards of the Academic Integrity Policy, and you are subject to sanctions should you violate the policy in any manner.

**UNCG Student Support Resources are available to you as graduate students.** Throughout your time in graduate school, you may experience a range of health issues that can cause barriers to your learning. These might include physical ailments, illnesses, strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive.

The University of North Carolina at Greensboro respects and welcomes students of all backgrounds and abilities. If you feel you will encounter any barriers to full participation in this course due to the impact of a disability, please contact the Office of Accessibility Resources and Services (OARS). The OARS staff can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can learn more about OARS by visiting their website at <https://ods.uncg.edu/> or by calling 336-334-544 or visiting them in Suite 215, EUC.

## TENTATIVE COURSE OUTLINE

### **Week One: January 16**

- Introductions
- Course overview
- Assign discussion leaders

### **Week Two: January 23**

#### *Topics:*

- Jackson Library, CITI Classroom
- Locating relevant sources

#### *Required Readings:*

- \*Galvan, J. (2014). Selecting a topic and identifying literature for review. In J. Galvan, *Writing literature reviews* (6<sup>th</sup> ed.), (pp. 17-28). Glendale, CA: Pycszak.
- \*Pan, M. L. (2013). Searching for literature in professional journals. In M. L. Pan, *Preparing literature reviews* (4<sup>th</sup> ed.), (pp. 13-17). Glendale, CA: Pycszak.
- \*Pan, M. L. (2013). Retrieving and evaluating information from the web. In M. L. Pan, *Preparing literature reviews* (4<sup>th</sup> ed.), (pp. 19-23). Glendale, CA: Pycszak.

#### *Assignment for January 30:*

- Locate three **journal articles** pertinent to your topic or potential topic, summarize them in one page and bring the summary to share with the class on January 30.

\* *No discussion leader*

### **Week Three: January 30**

#### *Topics:*

- Domains of thought and research streams
- Discussion of assignment: Summary of three journal articles
- What is a literature review?

#### *Required Readings:*

- \*Galvan, J. (2014). Writing reviews of academic literature: An overview. In J. Galvan, *Writing literature reviews* (6<sup>th</sup> ed.), (pp. 1-8). Glendale, CA: Pycszak.
- Kaiser, S. B. (1997). The social psychology of clothing: Defining the discipline. In S.B. Kaiser, *The Social Psychology of clothing: Symbolic appearances in context* (pp. 3-27). New York: Fairchild.
- Sirgy, M. J. (1985). A conceptualization of the Consumer Behavior discipline. *Journal of the Academy of Marketing Science*, 13(1), 104-121.
- Macinnis, D. J., & Folkes, V. S. (2009). The disciplinary status of Consumer Behavior: A sociology of science perspective on key controversies. *Journal of Consumer Research*, 36(3), 899-914.
- Deighton, J. (2007). The territory of Consumer Research: Walking the fences. *Journal of Consumer Research*, 34(3), 1-4.
- Hyun, J., Hahn, K. & Leslie, C.A. (2016). An analysis of individual and institutional contributions to the Fashion Marketing Forum, 2004-2014. *Clothing and Textiles Research Journal*, 34(3), 179-195.

\*\*\**WEEK 3 Continued on Next Page*\*\*\*

*Assignment for February 6:*

- Read and critique the sample literature review provided on Canvas. Bring your written critique to class for discussion on February 6.

**Week Four: February 6**

*Topics:*

- Summarizing and analyzing the literature
- Discussion of Sample Literature Review

*Required Readings:*

- \*Galvan, J. (2014). General guidelines for analyzing literature. In J. Galvan, *Writing literature reviews* (6<sup>th</sup> ed.), (pp. 31-43). Glendale, CA: Pycszak.
- \*Pan, M. L. (2013). Taking notes and avoiding unintentional plagiarism. In M. L. Pan, *Preparing literature reviews* (4<sup>th</sup> ed.), (pp. 37-41). Glendale, CA: Pycszak.
- Arnould, E. J., & Thompson, C. J. (2005). Consumer Culture Theory (CCT): Twenty years of research. *Journal of Consumer Research*, 31, 868-882.
- Huber, J., Kamakura, W., & Mela, C. (2014). A topical history of JMR. *Journal of Marketing Research*, 51, 84-91.
- Rapp, J.M., & Hill, R.P. (2015). ‘Lordy, Lordy, look who’s 40!’: The *Journal of Consumer Research* reaches a milestone. *Journal of Consumer Research*, 42, 19-29.
- Roggeveen, A. L., & Sethuraman, R. (2018). Understanding the *JR* heritage, publishing in *JR*, and the evolving retail field. *Journal of Retailing*, 94(1), 1-4.

**Week Five: February 13**

*Topics:*

- The Classics: Part I

*Required Readings:*

- Johnson, K., Torntore, S., & Eicher, J. (2007). *Fashion foundations: Early writings on fashion and dress* (pp. 69-88, 91-118, and 125-139). Oxford: Berg.
- Fashioning Identity (Chapters 4 and 5)
  - The F Word (Chapter 6)
  - Fashion as Collective and Consumer Behavior (Chapter 8)
- Roach-Higgins, M. E., & Eicher, J. B. (1992). Dress and identity. *Clothing and Textiles Research Journal*, 10(4), 1-8.
- Stone, G. (1995/1962). Appearance and the self. In M. Roach-Higgins and J. Eicher, *Dress and identity* (pp. 19-39). New York: Fairchild.
- Winakor, G. (1969). The process of clothing consumption. *Journal of Home Economics*, 61(8), 629-634.

**Week Six: February 20**

**DUE: Short Paper #1: Seminal works**

*Topics:*

- The Classics: Part II
- Discussion of Short Papers (Meghan and MonThu)

**\*\*\*WEEK 6 Continued on Next Page\*\*\*\***

*Required Readings:*

- Hunt, S. D. (1976). The nature and scope of marketing. *Journal of Marketing*, 40, 17-28.
- Holbrook, M.B. (1987). What is Consumer Research? *Journal of Consumer Research*, 14(3), 128-131.
- Csikszentmihalyi, M., & Rochberg-Halton, E. (1981). People and things. In M. Csikszentmihalyi and E. Rochberg-Halton, *The meaning of things: Domestic symbols and the self* (pp. 1-19). Cambridge: Cambridge University Press.
- Belk, R. (1987). The role of the Odyssey in Consumer Behavior and in consumer research. *Advances in Consumer Research*, 14, 357-361.

**Week Seven: February 27**

**Individual meetings to discuss topics**

**Week Eight: March 6**

**No Class: Spring Break**

**Week Nine: March 13**

*Topics:*

- State of the Art: What Do We Know?

*Required Readings:*

- \*Pyrzczak, F. (2014). Background for evaluating research reports. In F. Pyrczak, *Evaluating Research in Academic Journals* (6<sup>th</sup> ed.), (pp. 1-10). Glendale, CA: Pyrczak.
- Malhotra, N. K., Peterson, M., & Kleiser, S. B. (1999). Marketing research: A state-of-the-art review and directions for the twenty-first century. *Journal of the Academy of Marketing Science*, 27(2), 160-183.
- John, D. R. (1999). Consumer socialization of children: A retrospective look at twenty-five years of research. *Journal of Consumer Research*, 26, 183-213.
- Gaur, S., Herjanto, H., & Makkar, M. (2014). Review of emotions research in marketing, 2002-2013. *Journal of Retailing and Consumer Services*, 21, 917-923.
- Johnson, K., Lennon, S., Mun, J.M., & Choi, D. (2015). Fashion/clothing research: An analysis of three journals. *Journal of Fashion Marketing and Management*, 19(1), 41-55.
- Reimers, V., Magnuson, B. & Chao, F. (2016). The academic conceptualization of ethical clothing: Could it account for the attitude behavior gap? *Journal of Fashion Marketing and Management*, 20(4), 383-399.

**Week Ten: March 20**

**DUE: Short Paper #2: State of the Art**

*Topics:*

- State of the Art: What Do We Know?
- Discussion of Short Papers (Rachel and Jeff)

**\*\*\*WEEK 10 Continued on Next Page\*\*\*\***

*Required Readings:*

- Damhorst, M.L. (1990). In search of a common thread: Classification of information communicated through dress. *Clothing and Textiles Research Journal*, 8(2), 1-12.
- Workman, J., & Lee, S. H. (2017). A critical appraisal of 25 years of research about fashion adoption groups Part I: Theories, Models, and Research Methods. *Clothing and Textiles Research Journal*, 35(4), 249-271.
- Workman, J., & Lee, S. H. (2017). A critical appraisal of 25 years of research about fashion adoption groups Part II: Analysis of Variables, Research Propositions, and Research Trends. *Clothing and Textiles Research Journal*, 35(4), 272-289.
- Brown, J. R., & Dant, R. P. (2008). Scientific method and retailing research: A retrospective. *Journal of Retailing*, 84(1), 1-13.
- Brown, J. R., & Dant, R. P. (2009). The theoretical domains of retailing research: A retrospective. *Journal of Retailing*, 85(2), 113-128.

**Week Eleven: March 27**

**No Class: CARS Advising Day**

**Week Twelve: April 3**

*Topics:*

- Gap Analysis: What Do We Not Know?

*Required Readings:*

- Johnson, K., Yoo, J., Kim, M., & Lennon, S. (2008). Dress and human behavior: A review and critique. *Clothing and Textiles Research Journal*, 26(1), 3-22.
- Kotsiopoulos, A. (2000). Lines have been drawn: Gender gaps in merchandising, retailing, and consumer behavior publications. *Clothing and Textiles Research Journal*, 18(3), 199-201.
- Sheth, J. N. (1992). Acrimony in the ivory tower: A retrospective on Consumer Research. *Journal of the Academy of Marketing Science*, 20(4), 345-353.
- Reibstein, D., Day, G., & Wind, J. (2009). Guest Editorial: Is Marketing Academia losing its way? *Journal of Marketing*, 73(5), 1-3.
- Yadav, M. & Pavlou, P. (2014). Marketing in computer-mediated environments: Research synthesis and new directions. *Journal of Marketing*, 78, 20-40.
- Yadav, M. S. (2010). The decline of conceptual articles and implications for knowledge development. *Journal of Marketing*, 74(1), 1-19.
- Kumar, V., Keller, K.L., & Lemon, K. N. (2016). Mapping the boundaries of Marketing: What needs to be known. *Journal of Marketing*, 80 (AMA/MSI special issue), 1-5.

**Week Thirteen: April 10**

**DUE: Short Paper #3: Gap Analysis**

*Topics:*

- Discussion of Short Papers (Annie and Carol)
- Writing the literature review

**\*\*\*WEEK 13 Continued on Next Page\*\*\*\***

*Required Readings:*

- \*Pan, M. L. (2013). Writing the First Draft: Basic Principles. In M. L. Pan, *Preparing literature reviews* (4<sup>th</sup> ed.), (pp. 51-60). Glendale, CA: Pycszak.
- Brown, S. (2007). Writing consumer research: The world according to Belk. *Journal of Consumer Behaviour*, 6, 349-368.
- Sherrell, D. L., Hair, J. F., & Griffin, M. (1989). Marketing academicians' perceptions of ethical research and publishing behavior. *Journal of the Academy of Marketing Science*, 17(4), 315-324.
- Oliver, B., Dallas, M.J., & Eckman, M. (1998). Communication of empirical knowledge: An investigation of readability and quality of research in Textiles and Apparel. *Clothing and Textiles Research Journal*, 16(1), 27-35.
- Lutz, R. (2011). Marketing scholarship 2.0. *Journal of Marketing*, 75(3), 225-234.

**Week Fourteen: April 17**

**DUE: Short Paper #4: Future Avenues**

*Topics:*

- Potential Research: What Could We Know?
- Discussion of Short Papers (Sue)

*Required Readings:*

- Hodges, N.N., DeLong, M. D., Hegland, J., Thompson, M., & Williams, G. (2007). Constructing knowledge for the future: Exploring alternative modes of inquiry from a philosophical perspective. *Clothing and Textiles Research Journal*, 25(4), 323-348.
- Lee, J., Lee, Y-J, & Ulasewicz, C. (2011). International and beyond: Reflecting on the identity of the International Textile and Apparel Association. *Clothing and Textiles Research Journal*, 29(2), 165-182.
- Howard, M., & Mason, J. (2001). 21<sup>st</sup> century consumer society. *Journal of Consumer Behaviour*, 1(1), 94-101.
- Inman, J.J., Campbell, M.C., Kirmani, A., & Price, L. (2018). Our vision for the *Journal of Consumer Research*: It's all about the consumer. *Journal of Consumer Research*, 44, 955-959.
- Grewal, D., & Levy, M. (2009). Emerging issues in retailing research. *Journal of Retailing*, 85(4), 522-526.
- Grewal, D., Roggeveen, A.L., & Nordfalt, J. (2017). The future of retailing. *Journal of Retailing*, 93(1), 1-6.

**Week Fifteen: April 24**

- Presentations
- Wrap-up

**Term Papers DUE by 5:00 p.m. on Friday May 3, 2019**