Content Outline 2018
MKTG 705: ADVANCED BUYER BEHAVIOUR (15 POINTS)

Semester 1 (1183)

Course Prescription
This is a core course in the Postgraduate Programme, providing a foundation for a deeper understanding of buyers. This is an advanced study of fundamental theories in buyer behaviour, where both classical and contemporary theories are evaluated.

Programme and Course Advice
This course is open to all students who have been admitted to the BCom Honours in Marketing or Masters in Commerce in Marketing at the University of Auckland. Entry to all other students is at the discretion of the Postgraduate Advisor in Marketing and with the approval of the Course Convenor.

Goals of the Course
The purpose of this course is to provide students with an introduction to advanced research in consumer behaviour, and to provide a foundation for critical thinking in consumer research and marketing. In particular, this course will provide an overview of the key aspects of consumer behaviour that have been studied in the past, and an introduction to selected current topics in consumer research.

Learning Outcomes
By the end of this course it is expected that you will have:
1. a broad overview of the field of consumer research and its application to research and practice;
2. an in-depth understanding of some of the current areas of research in consumer behavior;
3. been exposed to topics, theories, approaches, and methods that may be useful in your own research; and
4. developed your ability to understand and evaluate existing consumer research

Content Outline
Week 1  Culture, Self & Consumption
Week 2  Consumers, Possessions & Brands
Week 3  Consumption Meaning
Week 4  Consumption Magic
Week 5  Consumer Communities
Week 6  Frontiers of Consumer Research
Week 7  CCT & Sociology I: Research Design
Week 8  CCT & Sociology II: Theory and Introspection
Week 9  Research Progress Reports & Consultations
Week 10  Luxury Consumption & Culture
Week 11  Digital Consumer Culture
Week 12  Research Project Presentations
Learning and Teaching
Our meetings will take the form of seminar, each between 2 and 3 hours long. Postgraduate students are expected to attend all scheduled seminars and to have fully prepared for seminars by completing the required readings.

Inclusive Learning
Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the course coordinator, Karen V. Fernandez.

Student Feedback
One course representative is selected by the enrolled students to help solicit feedback from the class at least once during the semester. Students are also given the opportunity to provide feedback via formal evaluations at the end of the semester. Wherever possible, this feedback is used to shape or change the course to better meet students’ needs.

In the Event of an Unexpected Disruption
We undertake to maintain the continuity and standard of teaching and learning in all students’ courses throughout the year. If there are unexpected disruptions the University has contingency plans to ensure that access to courses continue and student’s assessment is fair, and not compromised. Some adjustments may need to be made in emergencies. In the event of a disruption, the University and course coordinators will make every effort to provide students with up to date information via Canvas and the university web site.

Teaching Staff

Course Coordinator and Lecturer: Associate Professor Dr. Karen V. Fernandez
Office: 260-417 (Lvl 4, OGGB)
Tel: 923-8796
email: k.fernandez@auckland.ac.nz

Lecturer: Senior Lecturer Dr. Yuri Seo
Office: 260-412 (Lvl 4, OGGB)
Tel: 923-8277
email: y.seo@auckland.ac.nz

Learning Resources

Canvas: Useful material such as this course outline and some readings. Additional useful material such as power-point handouts, additional readings or exam guides may be posted on Canvas from time to time. Students are expected to check Canvas email address at least twice a week, preferably every Monday and Wednesday.

Textbook: There is no prescribed text for this course. Instead, students will be expected to read and critically evaluate assigned journal articles and book chapters.

Assessment

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<th>Contribution - Content</th>
<th>Contribution - Application</th>
<th>Literature Review</th>
<th>Research Project</th>
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<th>Learning Outcome</th>
<th>Contribution - Content</th>
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PART B: DETAILED COURSE INFORMATION

1. MORE INFORMATION ON LEARNING

More Information on Seminars
The purpose of lectures is to discuss the concepts, theories and methods in the required readings. A list of seminar topics and a tentative course schedule is provided at the end of this course outline. As it is impossible to fully discuss all the aspects of a given topic within the seminar time provided, students are required to read the required readings carefully prior to attending the seminar.

More Information on Learning Resources
Although there is no prescribed textbook for this course, the library has multiple copies of undergraduate-level Consumer Behaviour textbooks. In particular, Arnould, Price and Zinkhan textbook *Consumer Behavior*, or the Solomon textbook, *Consumer Behavior*, are excellent textbooks to consult. Students can consult any edition of these books if they wish to review basic concepts that were covered in the Undergraduate Programme. Karen Fernandez is leading Module 1 (Weeks 1-6) and will provide enrolled students with a course book which will contain the required readings at the start of semester (students do not need to purchase these coursebooks). The required readings (and further optional readings) can also be downloaded from the Talis reading list, which can be accessed from the course page on Canvas.

Expectations Regarding Classroom Behaviour
Students are expected to turn their cellphones OFF or to SILENT mode before each seminar commences. In order to provide a good learning environment for all students, cellphone ringing, texting, or excessive personal chatter during seminars is unacceptable. Students are expected to express themselves politely to one another and to their lecturer, during group discussions. Although students are welcome to bring drinking water to seminars, please be advised that University Lecture Theatre Management policy does not permit food or beverages to be consumed in lecture theatres or meeting rooms. Please try to arrive at each seminar before it commences. Students who are unavoidably late or have to leave early are asked to try to minimise the disruption to the class.

Communicating with your Lecturers
Lecturers will advise students of their contact details and office hour(s) at their first seminar (which are Week 1 for Dr. Fernandez & Week 7 for Dr. Seo respectively).

1. Outside of scheduled office hours, the BEST way to contact the lecturer is via email. Lecturers check email often, and will get back to students as soon as possible.
2. In general, queries regarding material covered in lectures and assignments should be directed at the lecturer who led the seminar covering that particular topic/in charge of that assignment. Queries regarding assignments should be directed at the relevant lecturer. Administrative queries (e.g. enrolment issues) should be directed at the course coordinator.
3. Students should identify themselves and the course clearly (all the teaching staff are involved in more than one paper), and include a contact telephone number if their query is complicated or urgent

Use of Student Feedback
If possible, student feedback is used to shape or change the course to better meet students’ needs in the current or future semester. For example, previous students have indicated that they find copies of power point slides useful, and so the lecturer makes partially complete slides available before each lecture. Some previous students commented that they would like to better understand how the theoretical concepts covered are useful in practice. So the course was re-designed to include a student contribution assignment that will make the links between theory and practice clearer.
2. MORE INFORMATION ON ASSESSMENT

IA & 1B: Two Seminar Contributions

A distinguishing feature of Honours work, compared to pre-Honours undergraduate work, is the expectation that Honours students participate and contribute to their own and others’ learning in seminars. In our experience, some students find it difficult to make the transition from passive audience to active participant. So, we have introduced “seminar contribution” assessments. In addition to reading the assigned material, students will be expected to make two assessed contributions to seminars. Furthermore, student feedback in 2015 informed us that many students do not clearly understand the links between the theoretical concepts we are covering, and their practical applications. Consequently, one of the seminar contribution assignments is specifically related to making the connection between Theory and Application.

At the first seminar, students will be randomly assigned to make one Content contribution to a seminar and one Application contribution in another seminar. It is expected that at least two students will be assigned to each assessment type per seminar (depending on class size). Although the assignment of topics is random, students are welcome to switch among themselves, as long as they inform the course coordinator of the agreed exchange of topics and ensure that s/he participates in at one Content Contribution and one Application Contribution over the course of the semester.

IA. Content Contribution (15% of assessment)

It is impossible to cover all the relevant key papers on a topic, within one seminar. The purpose of the Content Contribution Assessment is to develop knowledge of additional relevant content, and communicate their new knowledge to the other seminar participants.

Students will:

1) Identify and select one journal article (other than the assigned reading) with the advice and approval of the lecturer in charge of that seminar. The reading might be on the exact concept being covered in the seminar (e.g. an update to the foundational paper being covered), or a different paper on a related concept that we are not covering in any other seminar.

2) Prepare a one-page summary to hand out to their classmates (if the lecturer receives the summary 24 hours before the class, she may be able to make the copies for the class to save the student from incurring copying costs).

3) Make a brief presentation to the class (using PowerPoint slides if appropriate) and ask one or two discussion questions to stimulate discussion (this should take 5-10 minutes total).

If two students are assigned to this task, they can choose to divide up the summary and presentation between them (and be graded for their part only), or to work collaboratively (and share the same grade).

An example of a content contribution will be provided in each of the first two seminars.
IB. Application Contribution (15% of Assessment)

The purpose of the Application Contribution Assessment is for students to personally make the link with one particular key concept being covered in a seminar and its application to at least one potential group of users other than Consumer Researchers e.g. Marketing Practitioners, Public Policy Makers, or Consumers.

Students are encouraged to be creative in designing their contribution. For example, a student might show a brief video or bring in an item (or a photo of it) and then explain its relevance to the concept, or enlist classmates’ help to enact a brief dramatization of the concept before discussing it, or describe or discuss a public policy issue that could benefit from the concept in question. Students are most welcome to discuss their contribution with the lecturer beforehand. It expected that each contribution will be individual and will take 5 minutes maximum unless pre-arranged with the lecturer leading that seminar. It is expected that assigned students will provide independent contributions but a collaborative effort (and shared grade) may be undertaken if it is appropriate, and pre-approved by the lecturer.

An example of the application contribution will be provided in each of the first two seminars.

II. Individual Literature Review (worth 35% of total assessment) – Fernandez

For Honours students, the class of Honours received depends on an average of your 8 papers. The Dissertation is taken in lieu of 2 of those 8 papers, and thus accounts for 25% of the Honours year outcome. Dissertation grades are largely influenced by the quality of the literature review. Hence it is critical that Honours students learn how to do a literature review. Reviewing the literature is also a critical skill needed to identify a (Masters’ or PhD) thesis topic and successfully complete a Masters dissertation or thesis, or a PhD thesis.

This assessment is a student’s main opportunity to practice and obtain detailed, constructive feedback on a small-scale literature review, before embarking on a larger literature review for a student’s dissertation or thesis. The individual literature review assignment should be about 1,800 words or six double spaced pages long. You need not count references and tables/figures in this. Students are expected to hand in a hard copy of the assignment to the Assignment Hand in Centre on Level 0 and to also email Karen a backup copy of the paper, in case the assignment goes astray. Both hard and soft copies of the assignment must be received by 1 pm, Friday April 20th, 2018. Detailed guidelines, examples and guidance with topic selection will be provided and discussed in seminars.

III. Team Research Project (worth 35% of total assessment) - Seo

This is expected to be a team assignment (size of teams is expected to be about 3 but will depend on the size of the class). Although the work will be completed in teams, there will be a component of individual assessment, based on peer and lecturer feedback. The research project will involve working with some data (e.g. secondary data or data collected under the ethics approval obtained by one of the lecturers), preparing a report that presents the findings, and presenting the team’s findings to the class. There will be more information on the nature of the project and its assessment, later in the semester. It is expected that the report materials (including an extended abstract) will be handed in by 12 noon, Wednesday May 30th, 2018. More information will be provided in seminars.
3. MORE INFORMATION ON SEMINARS

Seminar Schedule (Seminars are currently scheduled from 10am-1 pm on Mondays in 260-321)* Students are assigned at least two journal articles per week to read, and critically analyse. A participative discussion of these readings will form the basis of each weekly seminar.

<p>| Tentative Seminar Schedule* |</p>
<table>
<thead>
<tr>
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<th>Date</th>
<th>Seminar Topic</th>
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<th>Notes</th>
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<tr>
<td>01</td>
<td>26/02</td>
<td>Culture &amp; Consumption</td>
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<td>05</td>
<td>26/03</td>
<td>Consumption Magic</td>
<td>KF</td>
<td>Optional draft due</td>
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<td>02/04</td>
<td>Teaching Recess</td>
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<td>-</td>
<td>09/04</td>
<td>Teaching Recess</td>
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<tr>
<td>06</td>
<td>16/04</td>
<td>Consumer Communities</td>
<td>KF</td>
<td>Lit Review due 20/04 - 35%</td>
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<tr>
<td>07</td>
<td>23/04</td>
<td>CCT &amp; Sociology I: Positioning Research</td>
<td>YS</td>
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<tr>
<td>08</td>
<td>30/04</td>
<td>CCT &amp; Sociology II: Theory &amp; Introspection</td>
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<td>09</td>
<td>07/05</td>
<td>Graduation Week - Progress Consultations</td>
<td>YS</td>
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<td>10</td>
<td>14/05</td>
<td>Luxury Consumption &amp; Culture</td>
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<td>21/05</td>
<td>Digital Consumer Culture</td>
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<td>12</td>
<td>28/05</td>
<td>Project Presentations</td>
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<td>Report is due 30/05 - 35%</td>
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<p>| Overview of Seminar Readings* |</p>
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<th>Seminar</th>
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<td>McCracken 1989</td>
<td>Brown, Sherry &amp; Kozinets 2003</td>
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<td>02</td>
<td>05/03</td>
<td>Self &amp; Consumption</td>
<td>Belk 1988</td>
<td>Lastovicka and Fernandez 2005</td>
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<td>03</td>
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<td>Consumption Meaning</td>
<td>Grayson &amp; Martinec 2004</td>
<td>Fernandez, Veer &amp; Lastovicka 2011</td>
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<td>04</td>
<td>19/03</td>
<td>Consumption Magic</td>
<td>Fernandez &amp; Lastovicka 2011</td>
<td>Aggarwal &amp; McGill 2007</td>
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<td>05</td>
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<td>Consumers &amp; Brands</td>
<td>Fournier 1998</td>
<td>Lee &amp; Soon 2017</td>
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<td>Muniz &amp; O’Guinn 2001</td>
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<td>Hays 1994</td>
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<tr>
<td>10</td>
<td>14/05</td>
<td>Luxury Consumption</td>
<td>Vigneron &amp; Johnson 2004</td>
<td>Joy et al., 2012</td>
<td>Seo &amp; Buchanan-Oliver 2017</td>
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<tr>
<td>11</td>
<td>21/05</td>
<td>Digital Consumer Culture</td>
<td>Belk 2013</td>
<td>Denegri-Knott &amp; Molesworth 2010</td>
<td>Cruz, Seo, and Rex, 2018</td>
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<td>Project Presentations</td>
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*Please check CANVAS the night before the first class, because there can, and have been last minute changes in room allocations. Topics & Readings may be revised to take advantage of guest speakers and current events – please regularly check your University email address for announcements sent via Canvas.
PART C: LIST OF REQUIRED READINGS

Seminar 1: Culture & Consumption


Seminar 2: Self & Consumption


   Also read the commentary by Cohen and the rejoinder by Belk –


Seminar 3: Consumption Meaning


Seminar 4: Consumption Magic


Seminar 5: Consumers & Brands


Seminar 6: Consumer Communities


Seminar 7: CCT & Social Theory I: Positioning Your Research


Week 8: CCT & Social Theory II: Introspection & Practice Theory


Week 10: Luxury Consumption & Culture


Week 11: Digital Consumer Culture


RESOLVING PROBLEMS AND DISPUTES

If students have a problem with any Marketing course, first approach their lecturer or course coordinator. If a student is uncomfortable approaching their course coordinator then they should contact the Marketing Department’s Honours advisor:

Dr Michael Lee  
OGGB, level 4  
Ph: 09 373 7599 Ext. 88830  
Email: msw.lee@auckland.ac.nz

UNEXPECTED DISRUPTION POLICY

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MESSAGE FROM STUDENT ADVICE AND ADVOCACY SERVICES

Unfortunately, life and studies sometimes don’t run as smoothly as you hope. The Student Advice Hub is where you can access AUSA’s advocacy, welfare and representation services when things go wrong. We offer free and confidential support to all students, and are independent from the University. Our staff can help you with:

- Academic complaints and study problems
- Debt or funding issues
- Housing and tenancy queries
- Employment issues and much more!

Visit us at the Student Advice Hub in Old Choral Hall rooms G15 or G08. You can also email us at cityhub@ausa.org.nz or call us on 09 923 7299/021 272 7026.

Please refer to the Department of Marketing Postgraduate Protocol in Canvas for further information regarding Department polices.