



**BUSINESS SCHOOL**  
Te Kura Pakihi

MART 329 Consumer Behaviour

# COURSE OUTLINE

Semester Two, 2019

## Contents

The University of Otago’s Graduate Profile .....	1
Paper Description and Aims .....	2
Learning Outcomes .....	2
Teaching Staff .....	3
Course Delivery.....	3
Expectations and Workload .....	4
Course Learning Resources .....	4
Blackboard.....	4
Student Webmail .....	4
Assessment.....	5
Quality Assurance .....	6
Learning Outcomes.....	6
Grading System .....	7
Course Calendar.....	8
Student Learning Support and Information .....	9
Student Charter .....	9
Guidelines for Learning at Otago .....	9
Student Learning Centre .....	9
Library Support.....	9
Māori Student Support .....	10
Pacific Islands’ Student Academic Advisor .....	10
Equity Advisor.....	10
Student Feedback.....	10
Class Representatives .....	10
Concerns about the Course .....	11
Disclaimer .....	11
Policy on Student Internal Assessment .....	12
Policy for Special Consideration in Final Exams.....	13

## The University of Otago's Graduate Profile

---

All graduates of the University of Otago are expected to have the graduate profile in the box below. Not all of that profile is expected to be included in any one paper. This paper will focus on the *italicized* items.

### **Graduate attributes**

All University of Otago graduates will possess a deep, coherent and extensive knowledge of at least one discipline, coupled with knowledge of the fundamental contribution of research to that discipline. In addition, all Otago graduates will possess, to varying degrees, the following sets of attributes:

These attributes involve substantial affective elements:

#### ***Global perspective***

*Appreciation of global perspectives in the chosen discipline(s) and the nature of global citizenship*

#### ***Interdisciplinary perspective***

*Commitment to intellectual openness and curiosity, and the awareness of the limits of current knowledge and of the links amongst disciplines*

#### ***Lifelong learning***

*Commitment to the on-going acquisition of new knowledge and new skills, and an ability to apply these to an ever-changing environment*

#### **Scholarship**

Commitment to the fundamental importance of the acquisition and development of knowledge and understanding

These attributes include those most often sought by employers:

#### ***Communication***

*Ability to communicate information, arguments and analyses effectively, both orally and in writing*

#### ***Critical thinking***

*Ability to analyse issues logically, to challenge conventional assumptions, to consider different options and viewpoints, make informed decisions and act with flexibility, adaptability and creativity*

#### ***Cultural understanding***

Knowledge and appreciation of biculturalism within the framework of the Treaty of Waitangi; knowledge and appreciation of multiculturalism; and an ability to apply such knowledge in a culturally appropriate manner.

#### ***Ethics***

*Knowledge of ethics and ethical standards and an ability to apply these with a sense of responsibility within the workplace and community*

#### ***Environmental literacy***

*Basic understanding of the principles that govern natural systems, the effects of human activity on these systems, and the cultures and economies that interact with those systems*

#### ***Information literacy***

*Ability to apply specific skills in acquiring, organising, analysing, evaluating and presenting information, in particular recognising the increasing prominence of digital-based activity*

#### ***Research***

*Ability to conduct research by recognising when information is needed, and locating, retrieving, evaluating and using it effectively*

#### ***Self-motivation***

*Capacity for self-directed activity and the ability to work independently*

#### **Teamwork**

Ability to work effectively as both a team leader and a team member

## Paper Description and Aims

---

This paper develops an in-depth knowledge of a number of concepts in consumer behaviour within the context of consumer culture.

**Semester Two**

**0.15 ECTS**

**18 points**

**Prerequisites: Two of (MART201, 202, 203) or two of (MART201, 210, 211, 212)**

## Learning Outcomes

---

Upon successful completion of this paper, you should be able to understand the role that consumption plays in our everyday lives. Thus the focus is on defining what is meant by the term 'consumer culture' and acknowledging the importance of 'popular culture'. Rather than being studied in their own right, various concepts from consumer behaviour will be applied to aid in developing students' understanding of consumer and popular culture. No definitive 'answers' are provided by the course, rather it is exploratory in nature and aims to introduce a range of issues for discussion. It is important, therefore, that students come to class having done some reading on the week's topic and be ready to participate in a class discussion. The assessments have been developed to help students further recognise the role consumption plays in their day-to-day lives.

Overall, the emphasis of this course in consumer behaviour is on:

- The social and cultural implications of consumption;
- The role of consumer culture and popular culture in contemporary life.

By the end of the course, students should be able to:

- Critically assess the significance of consumer culture:
- Debate the strengths and weaknesses of competing perspectives on the role of consumption in contemporary society

Specific skills that will be developed throughout the course include:

- Critical reasoning and analytical reflection;
- Verbal, visual and written communication skills
- Informed and critical responses to academic literature;
- The appropriate selection, collection, use and presentation of information.

## Teaching Staff

---

### Paper Coordinator & Lecturer

Name: Dr Shelagh Ferguson  
Office: OBS 4.33  
Email: shelagh.ferguson@otago.ac.nz  
Office Hours: Please refer to Blackboard

### Lecturer

Name: Ass. Prof Maree Thyne  
Office: OBS 4.06  
Email: maree.thyne@otago.ac.nz  
Office Hours: Please refer to Blackboard

You should contact Shelagh with any administrative enquiries about the paper, e.g. tutorial changes, or requests for late submission of assignments.

**Expectations for Staff Response Time to Email Enquiries** – 9am to 5pm, Monday to Friday, email response will generally be within 48 hours. Please be aware that staff are not available to respond to emails between 5pm Friday and 9am Monday.

## Course Delivery

---

Lecture Day/Time: **Thursday 12:00 – 1.50pm**  
Room: TBC  
Tutorials Day/Time: Please refer to eVision timetable

Every week students must attend **one 110 minute lecture per week** and **one 50 minute tutorial when scheduled**.

**Lectures** present the key conceptual material through discussion and interaction between teaching staff and students. Lectures are supported by readings.

**Tutorials** are interactive, collaborative sessions in which students attempt to cement concepts presented at lectures with their peers in a supportive environment.

Tutorials begin in the **second** week of semester. You will be allocated to a tutorial and this will be available in eVision.

Tutorials offer you the opportunity to work in groups on a series of tasks designed to apply the concepts that you have been exposed to in class and from your reading, and to stimulate your interest in the course as it applies to “everyday” issues. The key feature of tutorials, as opposed to lectures and individual study, is participation of all members of the tutorial group. **Please prepare for tutorials before going to them.**

**Course Calendar** The course calendar (in this outline) details scheduling information. Note that this calendar may change as the course proceeds. Any changes will be announced at lectures and be detailed on Blackboard.

***Students are expected to prepare for and attend all classes to gain full benefit from the course***

These activities should be prepared for by reviewing information detailed on Blackboard and completing any assigned readings. Students unable to attend a lecture are expected to catch up on missed material. Unless stated otherwise, all aspects of the course are examinable.

## Expectations and Workload

---

MART329 is an 18 point paper. The University guidelines suggest *students can expect to spend about two hours working per week, per three points, for a single semester paper*. You should anticipate spending an average of 12 hours per week on this subject.

## Course Learning Resources

---

**Required Readings** are specified each week on Blackboard and in the course outline.

### Blackboard

Blackboard <https://blackboard.otago.ac.nz/> provides you with access to course materials, class notices, and resources. Blackboard is used to email the whole class so it is important that you check your student email and *Blackboard* regularly.

### Student Webmail

#### **IMPORTANT - DO THIS NOW:**

Forward your University email address to an email address that you use regularly as follows:

1. [Log into your StudentMail account](#) using your student username and password
2. Click **Cog button (top right corner) > Options**
3. Under **Account**, select the **Forward your email** shortcut under the **Short Cuts** menu on the right side of the screen.
4. Under the Forwarding heading, type in the email address you want your email to be forwarded to. You can also choose to have a copy of these emails kept on your StudentMail account, so please check the box if you would like this.
5. Click the **Start forwarding** button.

## Assessment

All material presented is examinable (except where stated otherwise) by assignments and the final examination. All-important assessment information such as due dates and times, content, guidelines and so on will be discussed at lectures and, where appropriate, detailed on Blackboard. *Students are responsible for ensuring that they are aware of this information, keeping track of their own progress, and catching up on any missed classes.*

Assessment	Due date	% of final grade
Essay (literature critique)	<b>Thursday 8th August, 12pm in the lecture</b>	25%
Visual group presentation on a selected consumption experience - Planning brief	<b>Wednesday 21<sup>st</sup> August, midday – Mart 300 level drop box on 4<sup>th</sup> floor of Otago Business School (Marketing Department)</b>	5%
Visual group presentation on a selected consumption experience - Group presentation	<b>Week commencing 16<sup>th</sup> September</b>	15%
Critical self-reflection	<b>Wednesday 2<sup>nd</sup> October, midday – Mart 300 level drop box on 4<sup>th</sup> floor of Otago Business School (Marketing Department)</b>	15%
Exam	TBC	40%

### Assessment Format

Further information on the assessment for this paper will be provided on Blackboard and discussed in class.

### Assignment Submission Procedure

Information on the submission procedure for this course will be posted on Blackboard, including Submission through TurnItIn

<https://help.otago.ac.nz/blackboard/assessing-your-students/turnitin/turnitin-for-students/>

### Late Assignments

Please refer to the policy at the back of this course outline.

### Referencing Style and Style Guide

For this paper the referencing style is either APA or short Harvard.

Style guides are also available on the University Library website:  
<http://www.otago.ac.nz/library/quicklinks/citation/index.html>

### Maori Language Policy

The University of Otago has a Māori Language Policy which promotes the use of te reo Māori by staff and students. For more detail about this policy and its procedures, go to:  
<http://www.otago.ac.nz/administration/policies/otago0003239>

Commerce students who intend to present an assessment or examination in te reo Māori must write to (Manager of Student Administration, Academic Services: student.admin@otago.ac.nz), who will then inform the Head of Department (HoD). This must be done at the beginning of the paper (within the first three weeks of the semester) to allow sufficient time for suitable arrangements to be made for marking, including translation and external assessment (if necessary).

### Quality Assurance

At the Otago Business School we monitor the quality of student learning and your learning experience. Your assessed work may be used for assurance of learning processes, such as evaluating the level of achievement of learning outcomes, with the aim of improving the quality of our programmes. All material used for quality assurance purposes will be treated as confidential and the outcome will not affect your grades.

### Learning Outcomes

Learning Outcome	Essay	Planning Brief	Group Presentation	Critical Self-reflection	Exam	Total
Critical reasoning and analytical reflection;	√		√	√	√	
Verbal, visual and written communication skills	√	√	√	√	√	
Informed and critical responses to academic literature;	√		√	√	√	
The appropriate selection, collection, use and presentation of information.	√	√	√	√	√	
<b>Total</b>	25%	5%	15%	15%	40%	100%



### Grading System

The grading scheme used at Otago is:

<b>A+</b>	90-100	<b>C+</b>	60-64
<b>A</b>	85-89	<b>C</b>	55-59
<b>A-</b>	80-84	<b>C-</b>	50-54
<b>B+</b>	75-79	<b>D</b>	40-49
<b>B</b>	70-74	<b>E</b>	<40
<b>B-</b>	65-69		

### Academic Integrity

**Students should ensure that all submitted work is their own.** Plagiarism is a form of academic misconduct (cheating). It is defined as copying or paraphrasing another's work and presenting it as one's own. Any student found responsible for academic misconduct in any piece of work submitted for assessment shall be subject to the University's dishonest practice regulations, which may result in serious penalties, including forfeiture of marks for the piece of work submitted, a zero grade for the paper, or in extreme cases, exclusion from the University. The University of Otago reserves the right to use plagiarism detection tools.

Students are advised to inform themselves about University policies concerning dishonest practice and take up opportunities to improve their academic and information literacy. If necessary, seek advice from academic staff, or the Student Learning Centre. The guideline for students is available at this link: <http://www.otago.ac.nz/study/academicintegrity/index.html>

Further information about the Academic Integrity Policy, the Student Academic Misconduct Procedures and the Academic Integrity can be found through the links below. The Academic Integrity website in particular has a number of useful links and suggestions as to where students can get help with referencing issues.

<http://www.otago.ac.nz/administration/policies/otago116838.html>

<http://www.otago.ac.nz/administration/policies/otago116850.html>

## Course Calendar

Lecture/ Tutorial Number	Week Commencing*	Topic	Reading	
1	8 July	Course Introduction What is Consumer Culture and why does it matter to Business?	Kozinets (2002)	
2	15 July	Living in a Consumer Culture - Materialism	Holt (1995) Belk (1985) Richins & Dawson (1992)	<b>Tutorial</b> Performing a literature review
3	22 July	Application of theory within consumer behavior	Nord & Peter (1980)	<b>Tutorial</b> Developing a lit review topic
4	29 July	Constructing individual identity through consumption (virtually and in real life)	Belk (1988) Belk (2013)	
5	5 August	Collective identity, Subculture, communities and tribes	Canniford (2011)	<b>Assessment 1</b> <b>Literature</b> <b>Review due in</b> <b>lecture</b>
6	12 August	Gendered identity and consumption	Kacen (2000)	<b>Tutorial</b> Addressing the Visual Essay
7	19 August	Brand cultures and meaning creation	Holt (2003) Bengtsson, Ostberg & Kjeldgaard (2005)	<b>Planning Brief</b> <b>due on Wed</b> <b>21<sup>st</sup> August,</b> <b>midday</b>
<b>Mid Semester Break</b>				
<b>26 to 30 August</b>				
8	2 Sept	Consuming Reality <i>Reality TV</i> <i>Who decides what is 'real'</i>	Deery (2012) Baruh (2009)	<b>Tutorial</b> Group discussion and Planning Brief feedback
9	9 Sept	Compulsive Consumption <i>Addictive Behaviour</i>	O'Guinn and Faber (1989) Rindfleisch et al. (1997)	
10	16 Sept	Fandom and Fan behaviour <i>What it means to be a fan</i>	Wohlfeil and Whelan (2012) Caldwell and Henry (2005)	<b>Assessment</b> <b>2: Group</b> <b>Presentation</b> <b>Visual Essay</b>
11	23 Sept	Frugality vs materialism	Craig-Lees and Hill (2002)	

12	30 Sept	Children and Consumption 1	Chan (2006) John (1999)	<b>Critical Self-reflection due on Wed 2<sup>nd</sup> October, midday</b>
13	7 Oct	Children and Consumption 2 Consuming through transitional phases Exam Review	Thomsen and Sørensen (2006)	

**\* First week of Semester 2 is ACADEMIC WEEK 28**

**Lectures end Friday 11 Oct**

**University Exam Period Second Semester Begins Wednesday 16 Oct**

**Ends Saturday 9 November**

## Student Learning Support and Information

---

### Student Charter

<http://www.otago.ac.nz/about/otago005275.html>

### Guidelines for Learning at Otago

<http://hedc.otago.ac.nz/hedc/wp-content/uploads/2012/12/Guidelines-for-Learning.pdf>

<http://hedc.otago.ac.nz/hedc/learning/>

### Student Learning Centre

The Student Learning Centre, which is part of the Higher Education Development Centre, provides learning support, free of charge, to ALL enrolled students. Their services include:

- a workshop programme designed to help students to improve their learning strategies and their generic skills;
- individual assistance with learning issues;
- on-line study skills advice;
- a student leadership programme
- a student-led peer support programme for students of all ages and backgrounds.
- conversational English groups for students from a non-English speaking background

The Centre also provides two very helpful study guides, "Guidelines for Writing and Editing" and "Writing University Assignments" and these are available on the SLC website.

<http://slc.otago.ac.nz/>

### Library Support

The Library website <http://www.otago.ac.nz/library> provides access to resources and services, including group room bookings, library hours and locations, past exam papers, subject guides, article databases and more.

If you need assistance either check out the self-help guides <http://otago.libguides.com/selfhelp>, or ask Library staff at the ground floor service desks, or email [ask.library@otago.ac.nz](mailto:ask.library@otago.ac.nz)

### **Māori Student Support**

Kaiārahi Māori

Contact Rachel Sizemore

**Email:** [kaiarahi.obs@otago.ac.nz](mailto:kaiarahi.obs@otago.ac.nz)

Their role is to help link Māori students with the various support networks throughout the university and the community.

### **Pacific Islands' Student Academic Advisor**

Warm Pacific Greetings

Talofa lava, my name is Esmay Eteuati and my role is to liaise with Academic Departments and Student Services relating to Pacific students' and their course of study. I support both staff and students in the Business School and have a network of Pacific contacts in other Divisions around the University.

**Email:** [esmay.eteuati@otago.ac.nz](mailto:esmay.eteuati@otago.ac.nz)

**Tel:** 479 4756

Marketing Department support person for Maori/Pacific Island students is Kirsten Robertson.

**Contact Kirsten at the following:**

**Email:** [kirsten.robertson@otago.ac.nz](mailto:kirsten.robertson@otago.ac.nz)

**Tel:** 479 8451

### **Equity Advisor**

Students are encouraged to seek support if they are having difficulty with their studies due to disability, temporary or permanent impairment, injury or chronic illness. It is important to seek help early, through one of the contacts below:

**Mathew Parackal**

**Email:** [mathew.parackal@otago.ac.nz](mailto:mathew.parackal@otago.ac.nz)

**Tel:** 479 7696

## **Student Feedback**

---

We encourage your feedback. This can be in the form of contacting staff, participating in course evaluation surveys and communicating with class representatives. Continual improvements will be made to this course based in part on student feedback. Recent changes to this course as a result of constructive feedback include reweighting of the internal assessments and the addition of another tutorial.

### **Class Representatives**

The class (or student) representative system is an avenue for encouraging communication and consultation between staff and students. It provides you with a vehicle for communicating your views on the teaching and delivery of the paper and provides staff with an opportunity to communicate information and gain constructive feedback from students. It contributes to the development of a sense of community within a department and it adds a further dimension to the range of support services offered to students.

Volunteers for the role of class representatives will be called early in the semester. The OUSA invites all class representatives to a training session, conducted by OUSA, about what it means to be a class

representative and some of the possible procedures for dealing with issues that arise. They also provide information on the services that OUSA offers and the role OUSA can play in solving problems that may occur. The OUSA provides support to class representatives during the semester. Departmental staff will also meet with class representatives during the semester to discuss general issues or matters they wish to have considered.

Your class representative's name and contact details will be posted on Blackboard early in the semester.

### **Concerns about the Course**

We hope you will feel comfortable coming to talk to us if you have a concern about the course. The Course Co-ordinator will be happy to discuss any concerns you may have. Alternatively, you can report your concerns to the Class Representative who will follow up with departmental staff. If, after making approaches via these channels, you do not feel that your concerns have been addressed, there are University channels that may aid resolution. For further advice or more information on these, contact the departmental administrator or head of department.

## **Disclaimer**

---

While every effort is made to ensure that the information contained in this document is accurate, it is subject to change. Changes will be notified in class and via Blackboard. Students are encouraged to check Blackboard regularly. It is the student's responsibility to be informed.

**UNIVERSITY OF OTAGO**  
**Policy on Student Internal Assessment**

*The purpose of this document is to have a consistent policy throughout the department as well as to develop students' time management skills. It reflects usual practices in the business world in which neither success (here: grades) nor deadlines are negotiable.*

1. **Dissemination of Grades** – Regarding internal assessment, the numerical marks will be returned to students via eVision no later than two weeks after the assessment has been submitted. All students are requested to check their marks as they appear on eVision. Any discrepancies should be reported to the course administrator as soon as possible.
2. **Late Assignments** – Assignments received up to 24 hours after the deadline will have 10 marks deducted from the available grade for the piece of assessment (i.e. a 78% becomes a 68%). Assignments received between 24 - 48 hours after the deadline will have 20 marks deducted from the available grade. Assignments received 48 hours after the deadline will not be marked and there will be no grade given.  
If you are required to submit both an electronic and hardcopy of your assignment both need to be submitted on time. If only one of the versions of your assignment (i.e., hardcopy or electronic) is submitted on time and the other version is submitted late then you will receive half of the penalty associated with the respective late submission.

3. **Extensions** – Extensions will be granted only in exceptional circumstances (eg. illness with supporting medical documentary evidence stating nature and length of impairment, family emergency, provincial or national representative activities) by the appropriate paper administrator.

If the assignment or internal assessment tests count significantly towards the final result then a formal medical certificate is required. As a guideline, an internal assessment component which counts for 20% of the final result would be considered significant.

4. Tutors and lecturers are **not** authorised to give extensions. **Only** the paper administrator should be approached (consult the course outline for the person(s) responsible).

Computer problems do not constitute an exceptional circumstance unless it is an officially notified failure of university equipment.

5. **Academic Misconduct** – "Academic misconduct is seeking to gain for yourself, or assisting another person to gain, an academic advantage by deception or other unfair means. The most common form of academic misconduct is plagiarism." Plagiarism is the dishonest use of someone else's words, facts or ideas, without proper acknowledgement. Most students will include other people's ideas and information in their work and assignments - such material may be either quoted or digested and used by students. In either case, acknowledgement is essential.  
For further information please refer to <http://www.otago.ac.nz/study/academicintegrity/index.html>.
6. **Problems with group work** – Where group work is set and a group is experiencing difficulties, the students should approach their tutor to try to resolve these differences. The tutor will counsel the group, or individuals from the group, on the procedures open to them to resolve group problems (the problem should be raised prior to the work being completed or handed in).

**The procedure to be followed is:**

- i) students should try to resolve the problems within the group without outside assistance.
- ii) students should meet with their tutor to endeavor to resolve outstanding issues.
- iii) the tutor will arrange for students to meet with the paper administrator who will endeavor to resolve the situation.

This procedure **MUST** be completed to step iii) before the assignment is submitted for grading. Where there are still unresolved difficulties, step iv) will be implemented.

- iv) students will complete a 'Peer Assessment' form available from the appropriate paper administrator (which must be submitted to the tutor or paper administrator before any grades are released).

Paper administrators reserve the right to require all students to complete peer assessment forms at any time during and/or after submission of an assessed group project. Should there be differences in the peer assessment forms, the student(s) will be required to either submit in writing to, or meet with a group comprised of their paper administrator and lecturer(s) and others (as deemed appropriate) to provide an explanation for the discrepancy. A differential allocation of grade may result from this process.

**UNIVERSITY OF OTAGO**  
**Policy for Special Consideration in Final Exams**

***\*\*\* All applications for special consideration must be dealt with through the examinations office not the department \*\*\****

The Special Consideration provisions apply only to final examinations and only where it is clearly documented that a candidate has been prevented from taking an examination through illness or other exceptional circumstances beyond his or her control; or has been seriously impaired by illness or other exceptional circumstances beyond his or her control at the time of, or in the 14 day period immediately prior to the examination itself. Where students have been affected by illness or other exceptional circumstances during the teaching period, they are expected to have informed Heads of Departments directly at the time (not individual lecturers or tutors).

**Process**

You need to make an application through your eVision student portal. For further information please see <https://www.otago.ac.nz/study/exams/otago062916.html>

No special arrangements can be made for candidates who fail to attend examinations at the correct time.

**Deadline:**

Five calendar days from the date of the last examination for which you are making an application for Special Consideration.

**Please Note:**

Applications cannot be accepted without supporting documentation such as a medical certificate.

**Absences**

1. A student may be offered an aegrotat pass providing:
  - (a) their grade for internal assessment is C+ or better and
  - (b) the internal grade they have achieved has contained a significant element of individual work as opposed to group assignments (25% of the total grade for the paper).
2. All other cases will be offered a special examination.
3. In some cases that qualify for an aegrotat, it may be relevant to offer the student the choice of an aegrotat or a special examination. For example aegrotats at any stage of the course can have a detrimental effect on a student's ability to qualify for scholarships.
4. Special examinations for Semester One 2019 will be held on (date to be arranged), in the week prior to Semester Two commencement.  
  
Special examinations for Semester Two 2019 will be held on (date to be arranged), two weeks after cessation of official examination period.

**Impaired Performance**

1. If the student has no internal assessment there will be no adjustment to the exam mark and only an optional special will be offered.
2. If the student has internal assessment the examination mark may be adjusted by taking account of the discrepancy between the examination and internal marks, with particular attention to individual work for the student in comparison to that for the whole class.
3. In all other circumstances the student will be offered the choice of accepting this mark or sitting a special examination.
4. Once a student accepts to take a special examination the original examination mark is nullified and the result of the special examination replaces the original mark, even if it is lower. Any absence or impairment for the special examination must be covered using the same regulations as apply for normal university examinations.