

Güliz Ger  
Office: MA313  
Email: [ger@bilkent.edu.tr](mailto:ger@bilkent.edu.tr)  
[www.bilkent.edu.tr/~ger](http://www.bilkent.edu.tr/~ger)  
Tel: 290 1213 or 290 1253  
Office Hours: Thursday 15:40-17:30

Fall 2008

## MAN 430: ANTHROPOLOGICAL MARKETING (RESEARCH)

### Nature and Purpose of the Course:

“Today's intensely competitive business environment requires companies worldwide to create products and services that meet customer needs on a deep, emotional, and often, unconscious level. Understanding how people behave in their everyday lives can yield insights for creating new and improved products and services. Ethnography, with its focus on observed everyday behavior, is quickly becoming the method of choice to identify unmet needs, stimulate novel insights, and create strategies for developing new ideas” Hy Mariampolski, 2005.

This course aims to familiarize the students with this method. Students learn how to do qualitative research in order to understand markets and consumers. They employ ethical and effective field practices as well as use the research for marketing and business decisions.

Upon successful completion of the course you will be able to:

- Analyze critically the marketing issues to help identify research questions
- Conduct ethnographic marketing research, that is, design research projects; collect primary qualitative and secondary data (archives, the web, etc.); and analyze and interpret that data
- Employ effective field practices and collect good and useful qualitative data using a variety of methods
- Analyze and interpret qualitative data
- Conduct research ethically and be aware of corporate social responsibility issues
- Work in a team while conducting and concluding the research project
- Report and present research: communicate your findings and analyses effectively in writing and through discussion
- Evaluate the quality of a study and have familiarity with the major types of qualitative research methods as well as the issues of validity and quality of data and analyses.

This course builds on knowledge acquired in the course “Fundamentals of Marketing” and it is complementary to “Marketing Research” and “Consumer Behavior.” It will be of assistance with other marketing electives.

The course is taught primarily by means of lectures, class discussions (based on various readings, videos, cases, and examples), as well as a project and various assignments and exercises.

### Course Materials and Resources

- Textbook: Hy Mariampolski, 2005, *Ethnography for Marketers: A Guide to Consumer Immersion*, Sage Publications
- Articles listed and TBA
- Moodle: contains the syllabus, assignments, handouts, readings, and announcements regarding the course
- Instructor: if you are uncertain about how to approach an assignment or some part of the course, let's talk: email me.
- Google Scholar, Google, Library, online data bases (see Moodle)
- Equipment: voice recorder, camera, computer; eyes, ears, nose, brains, feelings ☺

Read the following academic and popular journals to keep in touch with recent developments in marketing practice and research:

<ul style="list-style-type: none"> <li>• <i>Advances in Consumer Research</i></li> <li>• <i>Journal of Consumer Affairs</i></li> <li>• <i>Journal of Consumer Culture</i></li> <li>• <i>Journal of Retailing</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Marketing Türkiye (TR)</i></li> <li>• <i>Capital (TR)</i></li> <li>• <i>ACNielsen Informer</i></li> <li>• <i>Harvard Business Review</i></li> <li>• <i>The Economist</i></li> </ul>
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**EXPECTATIONS:** Each class member will:

- attend all classes having completed all assigned readings
- not just read but also think about the readings
- do all the field exercises and assignments and think about them
- take notes in each class
- participate regularly in class discussions
- respect the rights of other students and of informants
- hand in all assignments (including the project, exercises, cases, quizzes and exams) by the time and date specified
- see the handouts titled “Classroom Participation” and “Best Ways to Fail a Class” for some other expectations

**Evaluation:** Four components will determine your grade in the class:

Quality of class participation	<b>10%</b>
Quizzes, pop quizzes, short papers, exercises	<b>35%</b>
Group project	<b>30%</b>
Final exam (Details will be given later)	<b>25%</b>

**Class Participation and Discussion**

All students are expected to contribute to class discussions by asking and answering questions, offering ideas, comments, and suggestions. Much of your participation grade will be based on your **ACTUAL IN-CLASS PERFORMANCE**. Consistent reluctance to talk or inability to answer the questions will lead to a very low participation grade irrespective of your attendance level.

**Group Project**

This is also a **PRACTICE INTENSIVE** course. There is a five people assignment that requires applying the topics discussed in the course. The assignment involves investigating a real consumer-related and market-related issue. You will 1) collect data on the issue through in-depth interviews, observations, visuals, documentary material, etc.; 2) analyze the findings and 3) develop a strategic marketing initiative to address the issue to benefit consumers and a business entity or a policy-making institution or and a lobby group. You will present your project three times throughout the course and write two interim reports and one final report. Details will be given later.

Students should have access to a voice recorder and a camera to conduct field assignments.

Group peer evaluation: your own evaluation of your group members will be used as an input for the evaluation of the group project and other group assignments. Students in a group normally receive the same grade for an assignment handed in by the group. However, when you are handing your report in, I will ask you to evaluate the quality and quantity of the contribution of other group members. So please keep notes on the contribution of each member of your group. If these evaluations indicate that some group member has contributed substantially less or substantially more than the average to the assignment, I will lower or raise the grade for that member to reflect this difference. A group may fire any member whose performance is not satisfactory; a fired student must complete the project individually.

## Course Policy

- 1- Come to the class ON TIME.
- 2- TURN OFF YOUR CELLULAR PHONE and LAPTOP during class hours. If you receive a call or use your phone (even for text messaging) during the session I will ask you to leave the class.
- 3- There should be NO TALKING AMONGST YOURSELVES either during the lecture or presentations. I will deduct participation points if you disturb the flow of the course. Similarly there should be no reading of material that is not related to the class.
- 4- Always EDIT & SPELL-CHECK the assignments you hand in.
- 5- Hand in all the assignments and projects ON TIME.
- 6- Make-up exams will be given only if the reason for missing the exam is officially DOCUMENTED.
- 7- If you feel that your performance in the course is unsatisfactory, come and talk with me during the semester, not at the end. I will guide you how to study better and improve your performance. But I will NOT discuss your grades once the classes are over.
- 8- Outside of office hours and classes, email should be the primary means of contacting me. Due to concerns about viruses, anonymous email and emails without a clear subject title are unlikely to be opened. If you want to see me other than the listed office hours, first MAKE AN APPOINTMENT.
- 9- Excuses are not acceptable (see the section on Time Management)
- 10- Follow the principles of ACADEMIC HONESTY; otherwise you will face disciplinary action.

### Bilkent University Policy on Academic Honesty

Violations of academic honesty include **cheating** on exams (looking or attempting to look at another student's answers, allowing others to copy one's answers) and **plagiarism** on assignments and research papers (representing another's work as one's own).

Violations of academic honesty can result in disciplinary action, as stated in the "Student Disciplinary Rules and Regulation" of the university:

"The use of somebody else's ideas, viewpoints, findings or works in a paper, project report or a similar document which is presented as part of a course requirement, without proper acknowledgment of the source, can result in suspension from the University for one week to one month." (Item 7.j)

"To cheat during an exam and to submit any homework, project, report, term paper or thesis which has been prepared by someone else as one's own work, to prepare the same for other persons, to submit someone else's work with or without amendments, and to present in a thesis someone else's ideas or finds without due acknowledgment of the source can result in suspension from the University for one to two semesters." (Item 8.l, 8.m)

## **TIME MANAGEMENT**

1. Accept the fact that there is never enough time.
2. Prioritize: first things first. Distinguish what is important from what is urgent.
3. Make prioritized lists rather than keeping it all in your head.
4. Don't make just lists, make schedules.
  - Be reasonable in your scheduling. Neither ambition nor wish creates time.
  - Schedule items from your lists as if they were flights you have to take.
  - Allocate time for thinking and creativity as well as for doing.
5. Respect yourself and your time. The list should include things for your personal life as well.
6. Assume things will NOT go smoothly

## **MURPHY'S LAWS**

- A. Left to themselves, things go from bad to worse!**
  - B. Anything that can go wrong will go wrong!**
  - C. If there is a possibility of several things going wrong, the one that will go wrong is the one that will do the most damage!**
  - D. If everything is going well, watch out; you have obviously overlooked something!**
7. Create your own incentives rather than depending on externally-imposed deadlines.
  8. Learn to know when things are finished.
  9. Consider no amount of time as too short to accomplish something.
  10. Organize and take time to organize.
  11. Stop complaining, just do it.
  12. Be in the moment and effective. E.g. never pick up a piece of paper twice.
  13. Learn to say no to yourself and to others.
  14. Don't regret time spent, rather learn from the consequences of your choices about how you spent your time, what you accomplished, how long things took, how you feel, etc.
  15. Assume responsibility for your choices. It is your life, your time.

## Required Readings (in addition to the textbook)

### Week 1

1. \*Miner, H. 1956, "Body Ritual among the Nacirema," *AA*, 58:3, 503-507
2. \*Levy, S. J. 1959, "Symbols for Sale," *HBR*, 37 (July-Aug), 117-124.
3. \*Levy, S. J., 1974, "Myth and Meaning in Marketing"
4. \*Levy, S. J., 1986, "Meanings in Advertising Stimuli"

### Week 2

1. \*Aaker & Shansby, 1982, "Positioning your product," *Business Horizons*, May-June, 56-62
2. \*Christensen, Cook & Hall, 2005, "Marketing malpractice," *HBR*, Dec., 74-83
3. \*Pine & Gilmore, 1998, "Welcome to the Experience Economy," *HBR*, July-Aug., 97-105.
4. \*"The Expectation Economy," [www.trendwatching.com](http://www.trendwatching.com)
5. Drucker, P. 1985, "The discipline of innovation," *HBR*

### Week 3

1. \* Leteller, Flores & Spinosa, 2003, "Developing Productive Customers in Emerging Markets," *CMR*, 54:4, 77-103.
2. Prahalad & Hammond, 2002, "Serving the World's Poor, Profitably," *HBR*, Sept., 48-58.
3. \* Schouten J. and J. MacAlexander, 1995, "Subculture of Consumption: An Ethnography of New Bikers," *JCR*, 22, 43-61

### Week 4-14: Readings TBA, including:

Stoller, P. 1989, "The Taste of Ethnographic Things" & "Eye, Mind and Word in Anthropology," pp. 15-55, in: *The Taste of Ethnographic Things*

Geertz, C. 1975, "Deep play: Notes on the Balinese Cock-fight"

Ger and Belk (1996), "I'd Like to Buy the World a Coke: Consumptionscapes of the 'Less Affluent World'," *JCP*, 19 (3), 271-304.

Other Readings TBA: interview, focus gr, observation, projectives, visuals, archives

Wengraf, 1990, "Documenting domestic culture by ethnographic interview," in: *Household Choices*, Newton and Putnam, eds., 129-137

McCracken, *Long Interview*

Collier and Collier pp.77-132, 145-150, 161-206

Rook, 1988, "Researching Consumer Fantasy," in: *Research in Consumer Behavior*, Vol.3, Hirschman and Sheth, eds., 247-270

Branthwaite & Lunn 1985, "Projective Techniques in Social and Marketing Research," in: *Applied Qualitative Research*, R. Walker, ed., 101-121

Levy, 1986, "Dreams, Fairy Tales, Animals, and Cars," *Psychology and Marketing*, 2 (2), 67-81

Belk, Ger, and Askegaard, 2003, "The Fire of Desire," *Journal of Consumer Research*, 30 (3), 326-351

Zaltman & Coulter 1995, "Seeing the Voice of the Customer," *Journal of Advertising Research*, 35 (July/August), 35-51

Lavin 1995, "Creating Consumers in the 1930s: Radio Soap Opera," *Journal of Consumer Research*, 22 (1), 75-89

Geertz, C. 1973, "Thick description: Toward an interpretive theory of culture." *The Interpretation of Cultures*. New York. Harper's. 3-30.  
Wallendorf & Belk, 1989, "Assessing Trustworthiness," in: *Interpretive Consumer Research*, E. Hirschman, ed., 69-84  
Sanjek, R., 1990, "On Ethnographic Validity," in: *Field Notes: The Makings of Anthropology*, R. Sanjek, ed., 385-418

Collier & Collier pp.19-28

Maxwell: quality

Czeglédy, Andre (2002): Manufacturing New Consumerism: Fast-Food Restaurants in Post-Socialist Hungary. In *Markets and Moralities*: 143-166.

Baudrillard, Jean. 1981/1972. *For a Critique of the Political Economy of the Sign*, "The Ideological Genesis of Needs," pp. 63-87, St. Louis, MO: Telos Press (trans. by C.Levin).

And others

\* Indicates MUST read

Others are highly recommended and will be included in the quizzes, exams, etc.

## COURSE SCHEDULE: TOPICS AND ASSIGNMENTS

The following schedule will be adapted as necessary. I also reserve the right to make changes in this syllabus depending on the pace of the course. Changes will be announced in class. Chapter numbers refer to the Mariampolski textbook unless otherwise stated.

<b>Week 1</b>	<b>INTRODUCTION</b>	
<b>16 Sept</b>	Overview of the course	
<b>18 Sept</b>	Why Anthropological Marketing?  Quiz	<ol style="list-style-type: none"> <li>1. Miner, H. 1956, "Body Ritual among the Nacirema," <i>AA</i>, 58:3</li> <li>2. Levy, S. J. 1959, "Symbols for Sale," <i>HBR</i>, 37 (July-Aug), 117-124.</li> <li>3. Levy, S. J., 1974, "Myth and Meaning in Marketing"</li> <li>4. Levy, S. J., 1986, "Meanings in Advertising Stimuli"</li> </ol>
<b>Wk 2</b>	<b>MARKETING APPLICATIONS OF ANTHROPOLOGICAL RESEARCH I</b>	
<b>23 Sept</b>		<ol style="list-style-type: none"> <li>1. Aaker &amp; Shansby, 1982, "Positioning your product," <i>Business Horizons</i>, May-June, 56-62</li> <li>2. Christensen, Cook &amp; Hall, 2005, "Marketing Malpractice," <i>HBR</i>, Dec., 74-83</li> <li>3. Drucker, P. 1985, "The discipline of innovation," <i>HBR</i></li> </ol>
<b>25 Sept</b>	Quiz	<ol style="list-style-type: none"> <li>4. Pine &amp; Gilmore, 1998, "Welcome to the Experience Economy," <i>HBR</i>, July-Aug., 97-105.</li> <li>5. "The Expectation Economy," <a href="http://www.trendwatching.com">www.trendwatching.com</a></li> </ol>
<b>Week of 29 Sept : Holiday – No Classes</b>		
<b>Week 3</b>	<b>MARKETING APPLICATIONS OF ANTHRO'L RESEARCH II</b>	
<b>7 Oct</b>	Quiz	<ol style="list-style-type: none"> <li>1. Leteller, Flores &amp; Spinosa, 2003, "Developing Productive Customers in Emerging Markets," <i>CMR</i>, 54:4, 77-103.</li> </ol>
<b>9 Oct</b>	Two-page paper	<ol style="list-style-type: none"> <li>2. Prahalad &amp; Hammond, 2002, "Serving the World's Poor, Profitably," <i>HBR</i>, Sept., 48-58.</li> <li>3. Schouten J. and J. MacAlexander, 1995, "Subculture of Consumption: An Ethnography of New Bikers," <i>JCR</i>, 22, 43-61</li> </ol>
<b>Wk 4</b>	<b>VARIETIES OF METHODS I</b>	
<b>14 Oct</b>	Project	<ol style="list-style-type: none"> <li>1. Stoller, P. 1989, "The Taste of Ethnographic Things" &amp; "Eye, Mind and Word in Anthropology," pp. 15-55, in: <i>The Taste of Ethnographic Things</i></li> </ol>
<b>16 Oct</b>	Quiz	<ol style="list-style-type: none"> <li>2. Geertz, C. 1975, "Deep play: Notes on the Balinese Cock-fight"</li> <li>3. Ger and Belk (1996), "I'd Like to Buy the World a Coke," <i>JCP</i>, 19 (3), 271-304.</li> <li>4. Other Readings TBA – interview, focus groups, observation</li> </ol>

<b>Wk 5</b>	<b>VARIETIES OF METHODS II</b>	
<b>21 Oct</b> <b>23 Oct</b>	Project Quiz	Chapters 5, 13 Geertz, C. 1973, "Thick description: Toward an interpretive theory of culture." <i>The Interpretation of Cultures</i> . New York. Harper's. 3-30. Other Readings TBA - Projectives, visuals, archives
<b>Wk 6</b>	<b>ETHNOGRAPHIC RESEARCH</b>	
<b>30 Oct.</b> <b>Thr.</b>	Project	Chapters 1, 2, 3, 4, Appendix
<b>Wk 7</b>	<b>PROJECT DESIGN</b>	
<b>4 Nov</b> <b>6 Nov</b>	<b>*1<sup>st</sup> INTERIM REPORT DUE *</b>	Chapters 6 & 7
<b>Wk 8</b>	<b>PROJECT MANAGEMENT</b>	
<b>11 Nov</b> <b>13 Nov</b>	Field work	Chapters 8, 9, 10
<b>Wk 9</b>	<b>DOING THE RESEARCH</b>	
<b>18 Nov</b> <b>20 Nov</b>	Field work	Chapters 11, 12, 14, 15
<b>Wk 10</b>	<b>COLLECTING DATA I</b>	
<b>25 Nov</b> <b>27 Nov</b>	Field work	Chapters 16, 17, 18, 19, 20  Other Readings TBA
<b>Wk 11</b>	<b>COLLECTING DATA II</b>	
<b>2 Dec</b> <b>4 Dec</b>	Field work  <b>*2<sup>nd</sup> INTERIM REPORT DUE*</b>	Chapter 21  Other Readings TBA

	<b>Week of 8 Dec: HOLIDAY - NO CLASSES</b>	
<b>Wk 12</b>	<b>ANALYSIS</b>	
<b>16 Dec</b>	Project: Analysis	Chapters 22, 23, 24
<b>18 Dec</b>		
<b>Wk 13</b>	<b>ANALYSIS &amp; REPORTING</b>	
<b>23 Dec</b>	Project: Analysis	Chapters 25, 26, Appendix
<b>25 Dec</b>		
<b>Wk 14</b>	<b>FINAL REPORT DUE &amp; PROJECT PRESENTATIONS</b>	
<b>30 Dec</b>		
<b>6 Jan.</b>		

<b>TBA</b>	<b>FINAL EXAM</b>
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Preparation Questions for 18 Sept. Thursday

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1. What do we now know about the Nacirema society and people? (re: Miner)

THINK FOR YOURSELF AND MAKE A FEW NOTES FOR  
YOURSELF, BEFORE CLASS

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2. What does culture have to do with marketing? (re: all the rest of the  
readings, from 2 to 4)

DISCUSS ON MOODLE BEFORE YOU COME TO CLASS

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