

<b>DEREE COLLEGE SYLLABUS FOR: MK 4143 FOOD CHOICES &amp; LIFESTYLE</b>	
(Fall 2021)	<b>UK LEVEL 6 UK CREDITS: 15 US CREDITS 3/0/3</b>
<b>PREREQUISITES:</b>	MK 2030 Introduction to Marketing <b>or</b> MK 2030 Fundamentals of Marketing
<b>CATALOG DESCRIPTION:</b>	An overview of individual food choice practices & trends; national / global lifestyles related to food choices; the importance of psychological processes in shaping food choices; ethical, cultural, and technological aspects of food choice
<b>RATIONALE:</b>	Recognising diversity between individual consumers, different stages of life, and different cultural contexts is increasingly important as markets become increasingly diverse and international. This course considers how individuals make food choices and emphasises on the interplay between food choices and individual food lifestyles.
<b>LEARNING OUTCOMES:</b>	Upon successful completion of the module, the student should be able to: <ol style="list-style-type: none"> <li>1. Identify consumers' food choice patterns and trends and analyze the factors that influence them</li> <li>2. Evaluate how food choice patterns and trends define and / or are defined by food lifestyles.</li> <li>3. Critically interpret how the consumer behavior processes shape individual food choices and lifestyles</li> <li>4. Critically evaluate how ethical, cultural, and technological traits influence and / or hinder consumers' food choices and food lifestyle evolution</li> </ol>
<b>METHOD OF TEACHING AND LEARNING:</b>	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> <li>➤ Class lectures, seminars, and workshops</li> <li>➤ Analysis &amp; discussion of short cases in class.</li> <li>➤ Short assignments in small groups in class on various marketing issues.</li> <li>➤ Experiential and Learning activities</li> <li>➤ Visits to open markets in different areas of Athens</li> <li>➤ In-class seminars / development of an educational video</li> <li>➤ Guest lecturing from industry professionals</li> <li>➤ Interdisciplinary guest lecturing, namely colleagues from psychology, sociology and economics who can give their own perspective to the module</li> <li>➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.</li> </ul>

	<p>➤ Use of a Blackboard where instructors post lecture notes, assignment instruction, timely announcements, as well as additional resources.</p>								
<p><b>ASSESSMENT:</b></p>	<p><b>Summative:</b></p> <table border="1" data-bbox="597 359 1409 531"> <tr> <td>Final Assessment: Individual Written project (2,800 -3200 words)</td> <td style="text-align: right;"><b>90%</b></td> </tr> <tr> <td>Portfolio of in-class assessments: A set of preparatory exercises for the summative assessment.</td> <td style="text-align: right;"><b>10%</b></td> </tr> </table> <p>The project tests Learning Outcomes 1, 2, 3, 4</p> <p><b>Formative:</b></p> <table border="1" data-bbox="597 663 1409 737"> <tr> <td>Case studies presentations</td> <td style="text-align: right;"><b>0%</b></td> </tr> <tr> <td>Formative Project submissions</td> <td style="text-align: right;"><b>0%</b></td> </tr> </table> <p>The formative course work aims to prepare students for the summative assessments.</p> <p>The final grade for this module will be determined by averaging all summative assessment grades, based on the predetermined weights for each assessment. If students pass the comprehensive assessment that tests all Learning Outcomes for this module and the average grade for the module is 40 or higher, students are not required to resit any failed assessments.</p>	Final Assessment: Individual Written project (2,800 -3200 words)	<b>90%</b>	Portfolio of in-class assessments: A set of preparatory exercises for the summative assessment.	<b>10%</b>	Case studies presentations	<b>0%</b>	Formative Project submissions	<b>0%</b>
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<p><b>INDICATIVE READING:</b></p>	<p><b>REQUIRED READING</b> Frewer, L. &amp; Trijp, H. van. (2007). <i>Understanding consumers of food products</i> (1<sup>st</sup> ed.). Cambridge: Woodhead Wierenga, B., van- LATEST EDITION</p> <p><b>RECOMMENDED READING</b> Ares, G. Giménez, A. Vidal, L. Yanfeng, Z. Krystallis, A. et al. (2016) Do we all perceive food-related wellbeing in the same way? Results from a cross-cultural study using a new wellbeing questionnaire, <i>Food Quality and Preference</i>, 52: 62-73</p> <p>Brunso, K., Scholderer, J., Grunert, K.G. (2004). Closing the gap between values and behavior—a means–end theory of lifestyle, <i>Journal of Business Research</i>, Volume 57(6) PP.: 665-670,ISSN 0148-2963</p> <p>Clark, B., Stewart, G.B., Panzone, L.A, Kyriazakis, I. Frewer, Ij. (2017). Citizens, consumers and farm animal welfare: A meta-analysis of willingness-to-pay studies. <i>Food Policy</i>, 68, 112-127.</p> <p>Heath, T. &amp; Heath, M. (2016) Once upon a time there was a consumer...: stories of magic and the magic of stories, <i>Journal of Marketing Management</i>, 32(9-10), 811-826,</p>								

Holbrook, M.B., Hirschman, E.C. (1981). The experiential aspects of consumption: consumer fantasies, feelings, and fun, *Journal of Consumer Research*, 9(2),132–140,

Papista, E, Chrysochou, P, Krystallis, A, Dimitriadis, S. (2018). Types of value and cost in consumer–green brands relationship and loyalty behaviour. *Journal of Consumer Behaviour*, 17, 101–113

Perrea, T., Krystallis, A., Engelgreen, C., & Chrysochou, P. (2017). Much too new to eat it? Customer value and its impact on consumer-product relationship in the context of novel food products. *Journal of Product and Brand Management*, 26(6), 616–630

Perrea, T., Grunert, K. G., & Krystallis, A. (2015). Consumer value perceptions of food products from emerging Processing technologies: A cross-cultural exploration. *Food Quality and Preference*, 39, 95–108.

Orquin, J. Bagger, m., Lahm, E., Grunert, K., Scholderer, J. (2019, In press). The visual ecology of product packaging and its effects on consumer attention. *Journal of Business Research*.

Zeithaml, V. A. (1988). Consumer perceptions of price, quality and value: A means-end model and synthesis of evidence. *Journal of Marketing*, 52, 2–22

Alkon, A., & Agyeman, J. (Eds.). (2011). *Cultivating Food Justice: Race, Class, and Sustainability*. MIT Press.

Coleman, L. (2013). *Food: Ethnographic Encounters* (3<sup>rd</sup> ed.). London: Bloomsbury

Corvo, Paolo. (2015). *Food culture, consumption, and society*. Hampshire: Palgrave MacMillan

Fresco, L. O. (2016). *Hamburgers in Paradise: The Stories behind the Food We Eat* (2<sup>nd</sup> ed.) Oxfordshire: Princeton University Press.

Lacirignola, C. & Capone, R. (2016). Mediterranean food consumption patterns: Diet, environment, society, economy, and health. *FAO/UNEP Sustainable Food Systems Programme*.

Sebastia, Brigitte. (2017). *Eating traditional food: politics, identity, and practices*. Oxon: Routledge

	Tilburg, A., Grunert, K.G., Steenkamp, J.-B.E.M., Wedel, M. (1998) <i>Agricultural Marketing and Consumer Behavior in a Changing World</i> , Springer-Verlag New York.
<b>INDICATIVE MATERIAL:</b> (e.g. audiovisual, digital material, etc.)	Audio-visual and digital material
<b>COMMUNICATION REQUIREMENTS:</b>	Use of appropriate academic conventions as applicable in oral and written communication
<b>SOFTWARE REQUIREMENTS:</b>	MS Office, Internet, Search Engines
<b>WWW RESOURCES</b>	<a href="http://www.ama.org">www.ama.org</a> <a href="http://www.hbr.org">www.hbr.org</a> <a href="http://www.fao.org">www.fao.org</a> <a href="http://www.fda.com">www.fda.com</a> <a href="http://www.mgmt.au.dk/research/marketing/mapp/">www.mgmt.au.dk/research/marketing/mapp/</a> European advances in consumer research
<b>INDICATIVE CONTENT:</b>	<ol style="list-style-type: none"> <li>1. Food Choice</li> <li>2. Product attributes and consumer food choice</li> <li>3. Diversity in consumer food choice: cultural and individual differences</li> <li>4. Consumers, food and health</li> <li>5. Consumer attitude, food policy and practice</li> </ol>