

课程大纲

课程编号: 02814930 授课对象: 研究生
课程名称: 消费者行为 II 英文名称: Seminar on Consumer Behavior II
周学时/总学时: 3/36 学 分: 2
任课教师: 张影 开课学期: 2013 春
先修课程:

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辅导、答疑时间:

一、项目培养目标

学习目标 1 系统掌握从事学术研究所需要的专业知识及理论。

- 具体目标 1、系统掌握本学科基础知识及基本理论
- 具体目标 2、掌握本学科前沿知识和理论、具有足够的相关领域的知识
- 具体目标 3、熟练掌握本学科的研究方法

学习目标 2 具有从事创新性研究的能力; 能够撰写并发表高质量的毕业论文和学术论文

- 具体目标 1、撰写高质量的毕业论文和学术论文
- 具体目标 2、具有高水平的分析能力和批判思维能力, 能够创造性地解决问题

学习目标 3 具有宽阔的国际视野, 能够与国际学者进行交流、合作的能力。

- 具体目标 1、具有优秀的口头交流和文字交流能力
- 具体目标 2、能够熟练地运用至少一门外语进行学术交流与沟通

学习目标 4 了解学术伦理, 具有强烈的社会责任感、关注社会问题

- 具体目标 1、了解社会责任感的重要性
- 具体目标 2、了解学术生涯中的学术道德问题
- 具体目标 3、关注现实社会问题

Objectives

The purpose of this seminar is to familiarize students with past and current directions in the psychological research that underlines consumer behavior, including important theoretical underpinnings and key research issues in both social and cognitive psychology.

The goal of the course is to prepare students' for careers as active researchers.

1. Develop broad foundation of knowledge of the various content areas and

- critically evaluate theoretical and empirical aspects (*breadth*);
2. Gain additional understanding in areas of your particular interest (*depth*)
 3. Assist in strengthening your ability to identify, develop, and present your research ideas (*practical*).

The *breadth objective* will be achieved through our weekly class meetings. Each week we will discuss one aspect of human behavior, drawing primarily from readings in psychology. The readings have been selected so that they represent past and current classic theories, and each week we will discuss five empirical papers. Students are responsible for ALL readings.

Two assignments relate to the primary readings and will be *part of* your participation grade. The goal of these assignments is to encourage active reading and foster class discussion.

- (1) Before each class will turn in 1page (max!) of commentary on that week's readings. These commentaries should not be a summary of the readings but rather evidence of higher levels of critical thinking and integration. These commentaries should:
 1. Point out gaps in reasoning, question assumptions, critically analyze experimental design and manipulations.
 2. Integrate readings. Are they consistent or inconsistent? What might account for differences? Do they fit within a general framework?
 3. Suggest future research: Outline at least one future research idea/design for the readings.

(2) Lead discussion

Each required paper in the reading list will be adopted by one student, who will be responsible for kicking off the class discussion for that paper during the class. Discussion leaders should prepare a 15 minute presentation/summary that overviews the paper and prepare a set of 4-5 suggested discussion questions.

The final papers (i.e., research proposal) will further develop your ability to conceptualize and operationalize research ideas as well as develop oral and written communication skills. In addition, you will develop your ability to professionally critique scholarly articles throughout the seminar. More details will be given in class.

Grading

Class Participation 40%
Final paper presentation 20%
Final paper write-up 40%

1. Prospecction; Behavioral prediction

Beuhler, R., Griffin, D., & Ross, M. (1994). Exploring the "Planning Fallacy": Why people underestimate their task completion times. *Journal of Personality and Social Psychology*, 67, 366-381.

Epley, N., & Dunning, D. (2000). Feeling "holier than thou": Are self-serving assessments produced by errors in self or social psychology? *Journal of Personality and Social Psychology*, 79, 861-875.

Gilbert, D.T. (2000). The illusion of external agency. *Journal of Personality and Social Psychology*, 79, 690-700.

Diekmann, K. A., Tenbrunsel, A. E., & Galinsky, A. D. (2003). From self-prediction to self-defeat: Behavioral forecasting and the effect of competitive expectations. *Journal of Personality and Social Psychology*, 85, 672–683.

2. Interacting with the environment

Medvec, Victoria Husted, Scott F. Madey, and Thomas Gilovich (1995), "When Less is More: Counterfactual Thinking and Satisfaction among Olympic Athletes," *Journal of Personality and Social Psychology*, 69(4), 603 – 610.

Schkade, David and Daniel Kahneman (2002), "Does Living in California Make People Happy? A Focusing Illusion in Judgments of Life Satisfaction", *Psychological Science*, 9(5), 340 – 346.

Zhang, Y. & Fishbach, A. (2010). Overcoming Obstacles with Optimistic Predictions. *Journal of Experimental Psychology: General*, 139, 16-31.

Fitzsimons, G. M., & Fishbach, A. (2010). Shifting closeness: Interpersonal effects of personal goal progress. *Journal of Personality and Social Psychology*. 98, 535–549.

Wegner, D. M., Erber, R., & Raymond, P. (1991). Transactive memory in close relationships. *Journal of Personality and Social Psychology*, 61, 923-929.

3. Mental systems & Self

Gilbert, D. T., Pinel, E. C., Wilson, T. D., Blumberg, S. J., & Wheatley, T. P. (1998). Immune neglect: A source of durability bias in affective forecasting. *Journal of Personality and Social Psychology*, 75, 617-638.

Gilbert, Daniel T. (1991), "How Mental Systems Believe," *American Psychologist*, 46 (2), 107-119.

Petty, R. E., Briñol, P., & Tormala, Z. L. (2002). Thought confidence as a determinant of persuasion: The self-validation hypothesis. *Journal of Personality and Social Psychology*, 82, 722-741.

Wegner, D. M., & Erber, R. (1992). The hyperaccessibility of suppressed thoughts. *Journal of Personality and Social Psychology*, 63, 903-912.

Wegner, D. M., Sparrow, B., & Winerman, L. (2004). Vicarious agency: Experiencing control over the movements of others. *Journal of Personality and Social Psychology*, 86, 838-848.

4. Self-control

Baumeister, R. F., Bratslavsky, E., Muraven, M., & Tice, D. M. (1998). Ego depletion: is the active self a limited resource? *Journal of Personality and Social Psychology*, 74(5), 1252-1265.

Loewenstein G. (1996). Out of control: Visceral influences on behavior. *Organizational Behavior and Human Decision Processes*. 65(3):272-92.

Fujita, K., Trope, Y., Liberman, N., & Levin-Sagi, M. (2006). Construal levels and self-control. *Journal of Personality and Social Psychology*, 90(3), 351-367.

Fishbach, A., Friedman, R. S., & Kruglanski, A. W. (2003). Leading us not unto temptation: Momentary allurements elicit overriding goal activation. *Journal of Personality and Social Psychology*, 84(2), 296-309.

Fishbach, A. & Zhang, Y. (2008). Together or Apart: What Makes Choice Alternatives Compete versus Complement. *Journal of Personality and Social Psychology*, 94, 547-559.

5. Implicit Self-control

- Bargh, J. A., Gollwitzer, P. M., Lee-Chai, A., Barndollar, K., &Troetschel, R. (2001). The automated will: Nonconscious activation and pursuit of behavioral goals. *Journal of Personality and Social Psychology*, 81(6), 1014-1027.
- Zhang, Y, Fishbach, A, & Kruglanski, A. W. (2007). The Dilution Model: How Additional Goals Undermine the Perceived Instrumentality of a Shared Path. *Journal of Personality and Social Psychology*, 92, 389-401.
- Moskowitz, G. B., Gollwitzer, P. M., Wasel, W., & Schaal, B. (1999). Preconscious control of stereotype activation through chronic egalitarian goals. *Journal of Personality and Social Psychology*, 77(1), 167-184.
- Shah, J. (2003). The Motivational Looking Glass: How Significant Others Implicitly Affect Goal Appraisals. *Journal of Personality and Social Psychology*, 85(3), 424-439.
- Zhang, Y., Huang, S-C. & Broniarczyk, S. M. (2010). Counteractive Construal in Consumer Goal Pursuit. *Journal of Consumer Research*, 37, 129-142.

6. Principles of self-regulation

- Forster, J., Liberman, N., & Higgins, E. (2005). Accessibility from active and fulfilled goals. *Journal of Experimental Social Psychology*, 41(3), 220-239.
- Shah, J. Y., Friedman, R., & Kruglanski, A. W. (2002). Forgetting all else: On the antecedents and consequences of goal shielding. *Journal of Personality & Social Psychology*, 83(6), 1261-1280.
- Huang, S-C. & Zhang, Y. (2011). Motivational Consequences of Perceived Velocity in Consumer Goal Pursuit. *Journal of Marketing Research*.
- Förster, J., Özelsel, A., & Epstude, K. (2010). How love and lust change people's perception of partners and relationships. *Journal of Experimental Social Psychology*, 46, 237-246.
- Fishbach, A. Dhar R. & Zhang, Y. (2006). Subgoals as Substitutes or Complements: A Matter of Goal Accessibility. *Journal of Personality and Social Psychology*, 91(2), 232-242.

7. Automaticity

- Haidt, J. (2001) The emotional dog and its rational tail: A social intuitionist approach to moral judgment. *Psychological Review*, 108.4, pp. 814-34.

Aarts, H., & Dijksterhuis, A. (2000). Habits as knowledge structures: Automaticity in goal-directed behavior. *Journal of Personality and Social Psychology*, 78(1), 53-63.

Koole, S.K., Dijksterhuis, A., & van Knippenberg, A. (2001). What's in a name: Implicit self-esteem. *Journal of Personality and Social Psychology*, 80, 614-627.

Dijksterhuis, A. (2004). Think different: The merits of unconscious thought in preference development and decision making. *Journal of Personality and Social Psychology*, 87, 586-598.

Aarts, H., & Dijksterhuis, A. (2003). The silence of the library: Environmental control over social behavior. *Journal of Personality and Social Psychology*, 84, 18-28.