

## **MAR 6930 (Section 2F17): Topics in Social and Consumer Psychology**

Instructor: Aner Sela, Fall 2017

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Class meetings: Thursday 12:50 – 3:50 (Periods 6-8) in 267G Stuzin Hall

Course Credit: 3

### **COURSE GOALS**

How do we form the beliefs that underlie our behavior? How do we understand others? How do we manage our social identity? The goal of this course—geared toward graduate students in marketing, management, and related disciplines—is to explore questions such as these. We will discuss classic as well as novel research on the development of attitudes and beliefs, inference-making and attribution, the self, and the interplay of emotion and cognition. Students will be encouraged to think critically about existing research and generate new research ideas.

### **COURSE SCHEDULE**

8/24:	Introduction
8/31:	The Attitude-Behavior Relationship
9/7:	How attitudes and beliefs influence information processing
9/14:	Dual-process theories
9/21:	Implicit attitudes
9/28:	Non-conscious influences on attitudes and evaluation
10/5:	Emotional and attitudinal ambivalence
10/12:	Attitude strength, certainty, and resistance to persuasion
10/19:	Emotions and information processing
10/26:	No class (ACR conference)
11/2:	Metacognition
11/9:	Attribution processes
11/16:	The self
11/23:	No class (Thanksgiving break)
11/30:	Self and others
12/7:	Student presentations (last day of class)
12/11:	Term paper due

### **HELPFUL TEXTS (useful and interesting, but not required)**

1. Kruglanski, A. W. & Higgins, E. T. (2007). *Social Psychology: Handbook of Basic Principles (2<sup>nd</sup> edition)*. New York: Guilford Press
2. Ross, L. & Nisbett, R. E. (2011). *The Person and the Situation: Perspectives of Social Psychology*. London: Pinter & Martin Publishers.
3. Hamilton, D. L. (2005). *Social Cognition: Key Readings*. New York: Psychology Press.
4. Albarracín, D., Johnson, B. T., & Zanna, M. P. (2005). *The Handbook of Attitudes*. Mahwah, New Jersey: Erlbaum.

## COURSE FORMAT AND REQUIREMENTS

*Class Discussion.* Students are responsible for completing the readings (both “background” and “discussion” items) before class each week and being ready to discuss the papers and offer thoughtful comments in class. All students are expected to contribute to the discussion at every class meeting. To facilitate class discussion, I will assign a team of 2-3 students to **lead the discussion** of each article. More details will be provided in class. Discussion leaders should not use PowerPoint slides (if necessary, they may use a single-page handout). Asking relevant, thoughtful questions is an important component of class participation. Your discussion, questions, and comments in class will account for 40% of your course grade.

*Thought Papers.* Each week, all students will prepare a short thought paper (approximately one page in length) related to that week’s readings. The thought paper can take one of several forms. First, you may write a **critique** of one of the papers. Such a critique may include conceptual and/or methodological aspects, and even alternative ways to think about the problem. Second, you may **integrate** the ideas of several papers and discuss how they relate to each other. This may include other assigned papers from the same week, papers from other weeks, or other papers not included in the syllabus. Third, you may propose a **research idea**. Research ideas may range from a development or further exploration of an idea contained in one of the assigned papers to a completely novel idea broadly related to any topic covered in this seminar. All thought papers should be emailed to me NO LATER than 5:00 PM *on the day before* class. Thought papers account for 30% of your course grade.

*Term paper.* An **original research proposal** is due by December 11<sup>th</sup>. In this paper (10-15 pages, double-spaced, 12 pt. type), you will develop a research project designed to address an unanswered question related to one or more of the topics discussed in class. The paper should include an appropriate discussion of existing literatures, development of hypotheses and their rationales, and a fairly detailed description of one or two experiments designed to test your hypotheses. Ideally, this should be something that you are really interested in doing; it will be most valuable to you if you can tie it to something you actually would like to work on. Also, on December 7<sup>th</sup> as part of our wrap-up discussion, each student will give a **brief presentation** about his or her idea for the paper. The aim is to present it so other students can hear what you are thinking about and so that you can receive feedback on your idea or proposed experiment(s) before turning in your paper. The term paper accounts for 30% of your course grade.

## WEEKLY COURSE SCHEDULE

### August 24: Welcome and Course Overview

#### What Is an Attitude? (Be sure to do the readings before class!)

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Discussion items:

1. Fazio, R. H. (2007), "Attitudes as Object-Evaluation Associations of Varying Strength," *Social Cognition*, 25 (5), 603-37.  
vs.  
Schwarz, N. (2007), "Attitude Construction: Evaluation in Context," *Social Cognition*, 25 (5), 638-56.
2. Fabrigar, L. R. & R. E. Petty (1999), "The Role of the Affective and Cognitive Bases of Attitudes in Susceptibility to Affectively and Cognitively Based Persuasion," *Personality and Social Psychology Bulletin*, 25 (3), 363-81.
3. LeBoeuf, R. A. & J. P. Simmons (2010), "Branding Alters Attitude Functions and Reduces the Advantage of Function-Matching Persuasive Appeals," *Journal of Marketing Research*, 47 (April), 348-60.

Further reading (optional):

Macrae, C. N. & G. V. Bodenhausen (2000), "Social Cognition: Thinking Categorically about Others," *Annual Review of Psychology*, 51, 93-120.

### August 31: The Attitude-Behavior Relationship—Habit and Attitude Strength

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Discussion items:

1. Priester, J. R., D. Nayakankuppam, M. A. Fleming, & J. Godek (2004), "The A2SC2 model: The influence of attitudes and attitude strength on consideration and choice," *Journal of Consumer Research*, 30(4), 574-87.
2. Albarracín, D. & R. S. Wyer, Jr. (2000), "The cognitive impact of past behavior: Influences on beliefs, attitudes, and behavioral decisions," *Journal of Personality and Social Psychology*, 79 (1), 5-22.
3. Aarts, H. & A. Dijksterhuis (2000), "Habits as Knowledge Structures: Automaticity in Goal-Directed Behavior," *Journal of Personality and Social Psychology*, 78 (1), 53-63.
4. Ajzen, I. (2002), "Residual effects of past on later behavior: Habituation and reasoned action perspectives," *Personality and Social Psychology Review*, 6 (2), 107-22.

Further reading (optional):

Wood, W. & D. T. Neal (2007), "A New Look at Habits and the Habit–Goal Interface," *Psychological Review*, 114 (4), 843-63.

### **September 7: How attitudes and beliefs influence information processing**

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Discussion items:

1. Lord, C. G., L. Ross, & M. R. Lepper (1979), "Biased Assimilation and Attitude Polarization: The Effects of Prior Theories on Subsequently Considered Evidence," *Journal of Personality and Social Psychology*, 37 (11), 2098-109.
2. Russo, J. E., M. G. Meloy, K. A. Carlson, & K. Yong (2008), "The Goal of Consistency as a Cause of Information Distortion," *Journal of Experimental Psychology: General*, 137 (3), 456-70.
3. Vallone, R. P., L. Ross, & M. R. Lepper (1985), "The Hostile Media Phenomenon: Biased Perception and Perceptions of Media Bias in Coverage of the Beirut Massacre," *Journal of Personality and Social Psychology*, 49 (3), 577-85.
4. Kunda, Z. (1990), "The Case for Motivated Reasoning," *Psychological Bulletin*, 108 (3), 480-98.

### **September 14: Dual-Process Theories**

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Required background reading:

Petty, R. E. & D. T. Wegener (1999), "The Elaboration Likelihood Model: Current status and controversies," in *Dual Process Theories in Social Psychology*, ed. S. Chaiken & Y. Trope, New York: Guilford Press, 41-72.

Discussion items:

1. Kruglanski, A. W. & E. P. Thompson (1999), "Persuasion by a single route: A view from the Unimodel," *Psychological Inquiry*, 10 (2), 83-109.
2. Petty, R. E., S. C. Wheeler, & G. Y. Bizer (1999), "Is there one persuasion process or more? Lumping versus splitting in attitude change theories," *Psychological Inquiry*, 10 (2), 156-63.
3. Haidt, J. (2001), "The Emotional Dog and Its Rational Tail: A Social Intuitionist Approach to Moral Judgment," *Psychological Review*, 108 (4), 814-34.
4. Roser, M. E. & M. S. Gazzaniga (2006), "The interpreter in human psychology," *The evolution of primate nervous systems*, Oxford: Elsevier.

Further reading (optional):

Smith, E. R. & J. DeCoster (2000), "Dual-Process Models in Social and Cognitive Psychology: Conceptual Integration and Links to Underlying Memory Systems," *Personality and Social Psychology Review*, 4 (2), 108-31.

### **September 21: Implicit Attitudes**

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Background reading:

Gawronski, B. & G. V. Bodenhausen (2006), "Associative and propositional processes in evaluation: An integrative review of implicit and explicit attitude change," *Psychological Bulletin*, 132 (5), 692-731.

Discussion items:

1. Wilson, T. D., S. Lindsey, & T. Y. Schooler (2000), "A model of dual attitudes," *Psychological Review*, 107, 101-26.
2. Petty, R. E., Z. L. Tormala, P. Briñol, & W.B.G. Jarvis (2006), "Implicit ambivalence from attitude change: An exploration of the PAST model," *Journal of Personality and Social Psychology*, 90, 21-41.
3. Mann, T.C. & M.J. Ferguson (2015), "Can We Undo Our First Impressions? The Role of Reinterpretation in Reversing Implicit Evaluations," *Journal of Personality and Social Psychology*, 108 (6), 823-49.

Further reading (optional):

Greenwald, A. G., D. E McGhee, & J. L. K. Schwartz (1998), "Measuring individual differences in implicit cognition: The implicit association test," *Journal of Personality and Social Psychology*, 74 (6), 1464-80.

### **September 28: Non-conscious influences on attitudes and evaluation**

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Background reading – debate on priming effects and replication:

- a. Cesario, J. (2014), "Priming, Replication, and the Hardest Science," *Perspectives on Psychological Science*, 9 (1) 40-8.
- b. Klatzky, R. L. & J. D. Creswell (2014), "An Intersensory Interaction Account of Priming Effects—and Their Absence," *Perspectives on Psychological Science*, 9 (1) 49-58.
- c. Stroebe, W. & F. Strack (2014), "The Alleged Crisis and the Illusion of Exact Replication," *Perspectives on Psychological Science*, 9 (1) 59-71.

- d. Dijksterhuis, A. (2014), "Welcome Back Theory!" *Perspectives on Psychological Science*, 9 (1) 72-5.
- e. Simons, D. J. (2014), "The Value of Direct Replication," *Perspectives on Psychological Science*, 9 (1) 76-80.

Discussion items:

2. Cacioppo, J. T., J. R. Priester, & G. G. Berntson (1993), "Rudimentary determinants of attitudes. II: Arm flexion and extension have differential effects on attitudes," *Journal of Personality and Social Psychology*, 65 (1), 5-17.
3. Arndt, J., J. Greenberg, T. Pyszczynski, & S. Solomon (1997), "Subliminal exposure to death-related stimuli increases defense of the cultural worldview," *Psychological Science*, 8 (5), 379-85.
4. Lee, A. Y. & A. A. Labroo (2004), "The effect of conceptual and perceptual fluency on brand evaluation," *Journal of Marketing Research*, 41 (2), 151-65.
5. Dijksterhuis, A. & A. van Knippenberg (1998), "The Relation Between Perception and Behavior, or How to Win a Game of Trivial Pursuit," *Journal of Personality and Social Psychology*, 74 (4), 865-77.

Further reading (optional):

*Social Cognition* (2014), Vol. 32, special issue on priming effects  
(available at <http://guilfordjournals.com/toc/soco/32/Supplement>)

## **October 5: Emotional and attitudinal ambivalence**

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Background reading (required):

Cacioppo, J. T., W. L. Gardner, & G. G. Berntson (1997), "Beyond bipolar conceptualizations and measures: The case of attitudes and evaluative space," *Personality and Social Psychology Review*, 1 (1), 3-25.

Discussion items:

1. DeMarree, K. G., S. C. Wheeler, P. Briñol, & R. E. Petty (2014), "Wanting other attitudes: Actual–desired attitude discrepancies predict feelings of ambivalence and ambivalence consequences," *Journal of Experimental Social Psychology*, 53, 5-18.
2. Williams, P. & J. Aaker (2002), "Can Mixed Emotions Peacefully Co-Exist?" *Journal of Consumer Research*, 28 (March), 636-49.

3. Aaker, J., A. Drolet, & D. Griffin (2008), "Recalling Mixed Emotions," *Journal of Consumer Research*, 35 (August), 268-78.
4. Fong, C. T. (2006), "The Effects of Emotional Ambivalence on Creativity," *The Academy of Management Journal*, 49 (5), 1016-30.

Further reading (optional):

Thompson, M. M., M. P. Zanna, & D. W. Griffin (1995), "Let's Not Be Indifferent About (Attitudinal) Ambivalence," in *Attitude Strength: Antecedents and Consequences*, ed. R. E. Petty & J. A. Krosnick, Hillsdale, NJ, England: Lawrence Erlbaum Associates, 361-86.

### **October 12: Attitude strength, certainty, and resistance to persuasion**

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Background reading:

Krosnick, J. A., D. S. Boninger, Y. C. Chuang, M. K. Berent, & C. G. Carnot (1993), "Attitude strength: One construct or many related constructs?" *Journal of Personality and Social Psychology*, 65 (6), 1132-51.

Discussion items:

1. Pomerantz, E. M., S. Chaiken, & R. S. Tordesillas (1995), "Attitude strength and resistance processes," *Journal of Personality and Social Psychology*, 69 (3), 408-19.
2. Tormala, Z. L. & R. E. Petty (2004), "Source Credibility and Attitude Certainty: A Metacognitive Analysis of Resistance to Persuasion," *Journal of Consumer Psychology*, 14 (4), 427-42.
3. Litt, A. & Z. L. Tormala (2010) "Fragile Enhancement of Attitudes and Intentions Following Difficult Decisions," *Journal of Consumer Research*, 37 (December), 584-98.
4. Karmarkar, U. R. & Z. L. Tormala (2010), "Believe me, I have no idea what I'm talking about: The effects of source certainty on consumer involvement and persuasion," *Journal of Consumer Research*, 36 (April), 1033-49.

### **October 19: Emotions and information processing**

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Discussion items:

1. Wegener, D. T. & R. E. Petty (1994), "Mood Management Across Affective States: The Hedonic Contingency Hypothesis," *Journal of Personality and Social Psychology*, 66 (6), 1034-48.

2. Tiedens, L. Z., & S. Linton (2001), "Judgment under emotional certainty and uncertainty: The effects of specific emotions on information processing," *Journal of Personality and Social Psychology*, 81 (6), 973-88.
3. Raghunathan, R. & M. T. Pham (1999), "All Negative Moods Are Not Equal: Motivational Influences of Anxiety and Sadness on Decision Making," *Organizational Behavior and Human Decision Processes*, 79 (1), 56-77.
4. Verrochi Coleman, N. & P. Williams (2013), "Feeling Like My Self: Emotion Profiles and Social Identity," *Journal of Consumer Research*, 40 (2), 203-22.

Further reading (optional):

Forgas, J. P. (2001), "Mood and Judgment: The Affect Infusion Model (AIM)," *Psychological Bulletin*, 117 (1), 39-66.

Lerner, J. S. & D. Keltner (2000), "Beyond valence: Toward a model of emotion-specific influences on judgment and choice," *Cognition and Emotion*, 14 (4), 473-93.

### **October 26: No class (ACR conference)**

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### **November 2: Metacognition**

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Background reading:

Bem, D. J. (1972), "Self-perception theory," *Advances in experimental social psychology*, 6, 1-62.

Discussion items:

1. Schwarz, N. (2004), "Metacognitive experiences in consumer judgment and decision making," *Journal of Consumer Psychology*, 14 (4), 332-48.

Huber, J. (2004), "A comment on metacognitive experiences and consumer choice," *Journal of Consumer Psychology*, 14 (4), 356-9.

Schwarz, N. (2004), "Metacognitive experiences: Responses to commentaries," *Journal of Consumer Psychology*, 14 (4), 370-73.

2. Tormala, Z. L., R. E. Petty, & P. Briñol (2002), "Ease of Retrieval Effects in Persuasion: A Self-Validation Analysis," *Personality and Social Psychology Bulletin*, 28 (12), 1700-12.
3. Novemsky, N., R. Dhar, N. Schwarz, & I. Simonson (2007), "Preference fluency in choice," *Journal of Marketing Research*, 44 (August), 347-56.



4. Schrift, R. Y., O. Netzer, & R. Kivetz (2011), "Complicating choice," *Journal of Marketing Research*, 48 (2), 308-26.

Further reading (optional):

Sela, A. & J. Berger (2012), "Decision quicksand: how trivial choices suck us in," *Journal of Consumer Research*, 39 (2), 360-70.

### **November 9: Attribution**

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Background reading:

Ross, L. (1977), "The intuitive psychologist and his shortcomings: Distortions in the attribution process," *Advances in experimental social psychology* 10, 173-220.

Discussion items:

1. Ross, M. & F. Sicoly (1979), "Egocentric biases in availability and attribution," *Journal of personality and social psychology*, 37 (3), 322-36.
2. Gilbert, D. T. & P. S. Malone (1995), "The Correspondence Bias," *Psychological Bulletin*, 117 (1), 21-38.
3. Wegener, D. T. & R. E. Petty (1995), "Flexible Correction Processes in Social Judgment: The Role of Naïve Theories in Corrections for Perceived Bias," *Journal of Personality and Social Psychology*, 68 (1), 36-51.
4. Kozak, M. N., A. A. Marsh, & D. M. Wegner (2006), "What Do I Think You're Doing? Action Identification and Mind Attribution," *Journal of Personality and Social Psychology*, 90 (4), 543-55.

Further reading (optional):

Kahneman, D. & D. T. Miller (1986), "Norm Theory: Comparing Reality to Its Alternatives," *Psychological Review*, 93 (2), 136-53.

Folkes, V. S. (1988), "Recent Attribution Research in Consumer Behavior: A Review and New Directions," *Journal of Consumer Research*, 14 (March), 548-565.

### **November 16: The Self**

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Background reading:

Markus, H. (1977), "Self-schemata and processing information about the self," *Journal of Personality and Social Psychology*, 35 (2), 63-78.

Discussion items:

1. Markus, H., J. Smith, & R. L. Moreland (1985), "Role of the Self-Concept in the Perception of Others," *Journal of Personality and Social Psychology*, 49 (6), 1494-512.
2. Lockwood, P. & Z. Kunda (1997), "Superstars and Me: Predicting the Impact of Role Models on the Self," *Journal of Personality and Social Psychology*, 73 (1), 91-103.
3. Leboeuf, R. A., E. Shafir, & J. Bayuk 2010, "The conflicting choices of alternating selves," *Organizational Behavior and Human Decision Processes*, 111, 48-61.
4. Gao, L., S. C. Wheeler, & B. Shiv (2009), "The "Shaken Self": Product Choices as a Means of Restoring Self-View Confidence," *Journal of Consumer Research*, 36 (June), 29-38.

Further reading (optional):

Greenwald, A. G. (1980), "The totalitarian ego: Fabrication and revision of personal history," *American Psychologist*, 35 (7), 603-18.

Belk, R. W. (1988), "Possessions and the Extended Self," *Journal of Consumer Research*, 15 (September), 139-68.

Gillihan, S. J. & M. J. Farah (2005), "Is Self Special? A Critical Review of Evidence from Experimental Psychology and Cognitive Neuroscience," *Psychological Bulletin*, 131 (1), 76-97.

Steele, C. M. (1988), "The psychology of self-affirmation: Sustaining the integrity of the self," *Advances in experimental social psychology*, 21, 261-302.

**November 23: No class (Thanksgiving)**

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**November 30: Self and Others**

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Background reading:

Brewer, M. B. (1991), "The social self: On being the same and different at the same time," *Personality and Social Psychology Bulletin*, 17 (5), 475-82.

Discussion items:

1. Gilovich, T., V. H. Medvec, & K. Savitsky (2000), "The spotlight effect in social judgment: An egocentric bias in estimates of the salience of one's own actions and appearance," *Journal of Personality and Social Psychology*, 78 (2), 211-22.
2. Berger, J. and C. Heath (2007), "Where Consumers Diverge from Others: Identity Signaling and Product Domains," *Journal of Consumer Research*, 34 (August), 121-34.

3. Escalas, J. & J. R. Bettman (2005), "Self-Construal, Reference Groups, and Brand Meaning," *Journal of Consumer Research*, 32 (December), 378-389.
4. Ordabayeva, N. & P. Chandon (2011), "Getting Ahead of the Joneses: When Equality Increases Conspicuous Consumption among Bottom-Tier Consumers," *Journal of Consumer Research*, 38 (June), 27-41.

**December 7: Student presentations**

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Details will be discussed in class.

**December 11: Term paper due**

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