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

Instructor: Aner Sela, Fall 2017
Office: 267F Stuzin Hall, (352) 273-3271
Email: aner.sela@ufl.edu (the best way to reach me)
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)

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 11th. 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 7th 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!)

Discussion items:

   vs.


Further reading (optional):


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

Discussion items:


Further reading (optional):


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

Discussion items:


**September 14: Dual-Process Theories**

Required background reading:


Discussion items:


Further reading (optional):


**September 21: Implicit Attitudes**

Background reading:


Discussion items:


Further reading (optional):


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

Background reading – debate on priming effects and replication:


Discussion items:


Further reading (optional):


**October 5: Emotional and attitudinal ambivalence**

Background reading (required):


Discussion items:


Further reading (optional):


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

Background reading:


Discussion items:


**October 19: Emotions and information processing**

Discussion items:


Further reading (optional):


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

**November 2: Metacognition**

Background reading:


Discussion items:


Further reading (optional):


November 9: Attribution

Background reading:


Discussion items:


Further reading (optional):


November 16: The Self

Background reading:

Discussion items:


Further reading (optional):


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

**November 30: Self and Others**

Background reading:


Discussion items:


**December 7: Student presentations**

Details will be discussed in class.

**December 11: Term paper due**