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：

任课教师联系方式：ying.zhang@mccombs.utexas.edu

辅导、答疑时间：

一、项目培养目标

<table>
<thead>
<tr>
<th>学习目标</th>
<th>具体目标</th>
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| 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 1 page (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. **Prospection; Behavioral prediction**


2. **Interacting with the environment**


3. **Mental systems & Self**


4. **Self-control**


5. **Implicit Self-control**


### 6. Principles of self-regulation


### 7. Automaticity


