

MLD-304
Science of Behavior Change
Course Syllabus
(Updated: 8/31/2020)

DRAFT

INSTRUCTOR Professor Todd Rogers
(he/him/his)

TEACHING TEAM mld304.teachingteam@gmail.com
EMAIL

FACULTY ASSISTANT Sarah Melendez
Sarah_Melendez@hks.harvard.edu

CLASS MEETINGS Monday and Wednesday
Section A 10:30 AM – 11:45 (Zoom)
Section B 4:30 PM – 5:45 PM – (Zoom)

SHOPPING : Monday, August 31 10:30-11:45

OFFICE HOURS There will be two types of office hours. For general discussion about the material, the course, the field, and its applications there will be several open Friday discussions with Professor Rogers throughout the semester (see schedule).

For scheduling to discuss a specific item please see link on Canvas to schedule an office hours slot. These office hours are on Thursdays: 11:20-12 EST, 4:30-5:00 EST

EMAIL mld304.teachingteam@gmail.com

PREREQUISITES No advanced mathematical training is required for this course, although having taken an introductory probability/statistics course may be useful.
Cross registrants welcome
No auditors permitted, unfortunately

COURSE TEAM Kovar, Sarah
Lefkowitz, Jaclyn
(2 or 3 others, to be announced)

To contact them email mld304.teachingteam@gmail.com

1. Overview

1.1 Background

Over the last 40 years, psychologists and economists have joined forces to study how people process information and actually make decisions, rather than how they would make decisions if they were fully rational and selfish. This research program (dubbed behavioral economics, judgment and decision making, or behavioral science) has provided an understanding of how people's decisions deviate from "optimal" choices as well as the consequences of such deviations. In this course we explore the nature, causes, implications and applications of these limitations. The course's primary focus is on how these tendencies can inform the design and development of welfare-enhancing interventions.

1.2 Objectives

The Science of Behavior Change (MLD 304) has one central objective: to improve students' abilities to design policies and interventions that improve societal well-being. It accomplishes this by focusing on how to leverage insights about human decision making to develop interventions ("nudges"). We piece add to the toolbox that standard economics provides for influencing behavior (namely, incentives and information) with the insights from behavioral science.

There are three additional, though secondary, goals for this class. First, it will help you better understand the science of how humans make judgments and decisions. We will review research on human thinking from social psychology, cognitive psychology, political science, organizational behavior, decision science, and economics (including its subfield, behavioral economics).

Second, this course aims to improve the quality of your own judgments and decisions. People are poor intuitive statisticians, meaning that when they "just think" about situations for which some data or casual observations exist, they tend to make serious inferential errors, in turn leading to systematically biased decisions. We will study some errors that are particularly important for real world problems and look for easy-to-implement solutions.

Third, this course aims to increase your familiarity with randomized experiments so you can be a smarter consumer of claims that interventions cause certain outcomes. The class

will be suffused with randomized experiments and we will repeatedly discuss how confident one can be that intervention X *causes* outcome Y.

Applications of the material covered in this course include policy design, healthcare, diversity and inclusion, energy, politics, education, finance, negotiation, risk management, human resource management, and organization of teams, among others.

1.3 Who Should Not Take This Class

- If you are seeking a quantitative course about decision making, you may not like this class.
- If you can't stand psychology, you will not like this class.
- Though I encourage students considering this course to review this course for overlap with material from other courses, I also underscore that covering the same material from a different perspective and after some delay can lead to deeper understanding.

1.4 Instruction Format

There are two synchronous sessions per week. They will be used for a combination of lecture with substantial activities and polls, breakout group activities, full-session simulations, student presentations, group project work, and likely some guest speakers.

1.5 Cross registration

Cross registrants from across Harvard and from other nearby universities are warmly welcomed in MLD304. HKS students have priority, and each year dozens of cross registrants are admitted. I encourage prospective cross-registering students to stick around through the last day I will be enrolling cross-registrants since spots often open up as natural course enrolment churn happens.

Cross-registration enrolment works in the following way:

- *Thursday, September 3rd is first day students can submit cross-registration petitions*
- *Friday, September 4th by 11:59pm I will admit Round 1 of cross registrants. I will make this decision principally through a random number generator in Excel. All applying students will be informed whether they are admitted in Round 1 or not.*

See page 19 for more detail.

1.6 Note about Fall 2020 Remote Learning

The teaching team and I have spent much of the summer transforming the course to be taught fully remotely for the first time this fall. We will be learning as we go. This means I will make lots of mistakes. I work to have a growth mindset about this: please provide

feedback on how to improve the course as the semester goes on, both for this current semester and for future semesters.

I am particularly uncertain and concerned about:

- how to enhance the social connections students make through the class
- how to get the most value out of our synchronous time
- how to get the most value out of guests
- how to manage and lead zoom etiquette
- how to make sure the remote learning climate is as inclusive as it can be for all
- how to make sure the class accommodates students in multiple time zones
- how to make sure the class is responsive to the profound events occurring in the world during the semester, without losing focus on the objectives of the course

This is an extraordinarily challenging time for students. Please let the teaching team and me know how we can be most useful as the semester advances.

2. Logistics

Students should plan to spend 8-10 hours per week on the course. This includes synchronous class time; assigned readings, podcasts and videos; homework and group projects; and studying.

2.1 Assigned readings, podcasts, and videos

Two books are required for class:

- (1) Thaler, R.H. & Sunstein, C.R. (2008). Nudge: Improving Decisions about Health, Wealth, and Happiness. Yale University Press: New Haven, CT.
- (2) Cialdini, R. B. (2009). Influence: Science and practice (5th edition). Boston: Pearson Education.

Both are available for purchase at major online retailers. They are popular press books rather than textbooks.

Additional required readings are available in .pdf format from Canvas.

Additional podcasts and videos are available from Canvas.

2.2 Grading

Final grades will be determined by aggregating performance on the following:

- | | |
|--------------------------|-------|
| (1) Midterm Exam | (25%) |
| (2) Homework | (35%) |
| (3) Online Participation | (5%) |
| (4) Final Group Project | (35%) |

Note that HKS asks that courses are graded on a [curve](#). I will generally aim to grade on that curve as well.

2.2.1 Midterm Exam (November 9, 2020)

The midterm will contain a combination of short-answer and multiple choice questions and will take about an hour and fifteen minutes to complete. It will be taken asynchronously. A sample midterm will be posted on Canvas in advance.

2.2.2 Homework

Five homework assignments will be due throughout the term. Homework should be an individual exercise, unless otherwise indicated. Homework is due by 12 noon EST on the day of class, unless otherwise noted.

Several homework assignments have the following structure: apply the material we've covered in class so far to develop an intervention of some sort; describe it concisely (e.g., <200 words); post on Canvas; comment on at least three of the homework interventions posted on Canvas by your classmates, focusing on making the intervention more effective.

2.2.3 Online Participation

5% of your course grade will come from your online participation. That includes your class participation and attendance. The default will be that all students will receive the full 5% in their grade. You may earn less than 5% if you: i) participate in class discussion fewer than 2 times over the semester; and/or ii) your presence in the class is disruptive to teaching and learning in the class; and/or iii) your comments to your classmates are consistently superficial, unhelpful, or unkind.

Students should come to class prepared to actively discuss the concepts in the readings and discussed in class. The goal is to make comments that significantly advance the class discussion, so quality is more important than quantity (but some quantity is necessary for quality to be judged). To contribute successfully to class discussion, attendance is, of course, necessary.

NOTE: Some people are uncomfortable with presenting viewpoints in a large group setting. However, contributing to discussions is an important part of your career development. If there is anything that may interfere with your ability to contribute on an ongoing basis, let's discuss it sooner rather than later. I am happy to work with you off-line to develop a strategy for deepening your comfort and performance in class participation. If you are not sure where to start, please talk to me and we will figure out a plan together.

Twitter

As an extension of our in-class learning experience, we will be tweeting throughout the course using the hashtag #MLD304 and you are welcome, but not required, to participate as well. This is a particularly good space for sharing real world examples of the concepts we discuss in class. Because Twitter is not required in the course, you will not be held responsible for reading what is posted there, and you should not feel pressured to do so, but you are likely to learn more by following along.

Those of you who have a Twitter account, or are interested in making one for this class, are welcome to follow my professional twitter account (@Todd_Rogers_) and the course

twitter account (@MLD304) and to use the #MLD304 hashtag when tweeting about topics related to this course. The class CA's are available for help and to answer any questions about making an account or using Twitter.

And for those of you who do not wish to get a Twitter account but who want to see what is going on, the easiest way to follow a hashtag without having an account is to use the Twitter search: <https://twitter.com/search>. You can type in a @person or #hashtag to see what is being tweeted. The only exception is if a user has marked their tweets (or profile) private, which might not show up in a public search. Also, you can always just Google a hashtag.

I am including a few relevant handles below whom you may find interesting to follow. This is not a comprehensive list, or even the best list. This is just a list. I have not screened these, but am including them because of their relevance to our class topics. If you find others that are relevant, please share them with all of us via Twitter.

Class Related: @B_I_Tweets, @BeSciPol, @RobertCialdini, @ideas42, @nudgeblog, @CassSunstein, @R_Thaler, @Katy_Milkman, @francescagino, @danariely, @m_sendhil, @angeladuckworth (see: @MLD304)

2.2.4 Final Group Project

Design an Intervention to Solve a Public Policy Problem

Everyone will take part in a group project (3-4 people per group) that will involve applying an idea(s) from the first two-thirds of this course to a policy problem. Groups will develop a proposed behavioral intervention to solve a public policy, managerial, or social welfare problem with a particular client in mind and will develop an argument for why their proposal should be implemented by the client. For example, a problem of interest might be high rates of worker absenteeism in a specific government agency (federal, state, or local). A behavioral intervention to address the problem might involve mailings to workers emphasizing low absenteeism rates among their peers. Your group would put together a compelling proposal designed to convince management at the agency that they should implement your intervention, including details regarding how to deploy it. Groups must research their client setting in detail, define the problem to be addressed, describe their proposed intervention, and provide a brief review of past research that gave rise to the proposed intervention.

- INITIAL GROUP SELECTION (October 14): All members of a group must be in the same section. I encourage you to review the following resource for how to launch and work in effective teams:

<https://knet.hks.harvard.edu/team/sites/mld/teams/Pages/Design-and-Launch.aspx>

- **PROPOSAL** (November 13): Each group must submit a 1-page summary of its planned project. I will provide feedback on these project proposals. Prior to submitting this assignment each group should check in with me and/or the CAs to provide feedback on their potential project ideas and choose the best one to work on.
- **VIDEOS** (November 30): Each group will have recorded and submitted a short video (exact length tbd, but likely 2 minutes) before class. Classmates will view the videos and offer suggestions before December 2.
- **PAPERS** (Due December 14): Each group must submit a 10-page, double-spaced paper (details will be provided as the semester advances).

2.3 Class Policies

Recording Class: Note that all substantive synchronous classes will be recorded and posted to Canvas. Full-session exercises will not be recorded.

Absences: When you are absent, the class can't benefit from your comments and insights on the material, and this will, of course, hurt your class participation grade. You will also not be able to participate in the active breakout sessions for group work. If you are absent, please let the teaching team know beforehand.

Late Assignments: Assignments are graded Check minus, Check, Check plus. Late assignments will result in a one level deduction per day. For example, a homework assignment that would otherwise earn a check plus if turned in one day late would earn a check.

Sections: Students are free to enroll in whichever of the two sections of MLD-304 work best for them. However, students cannot attend class in a different section than the one in which they are enrolled.

Late Arrivals: Please arrive on time so we can get the most out of our limited synchronous class time.

Email Correspondence: Please send all course emails to mld304.teachingteam@gmail.com. The course team monitors this address to make sure we provide timely responses. When emailing, please email at least *24 hours* before you need an answer, if you want to set up a meeting, etc.

Religious Observance: If you cannot attend a particular class because of religious reasons, please alert me ahead of time so we can make alternate plans for learning the material.

Disability: Harvard Kennedy School is committed to the full inclusion of students with disabilities (learning, mental-health related, physical, chronic illness, temporary injury,

etc.). The School provides accommodations and support to students with documented disabilities on an individual, case-by-case basis. If students have a disability, or think they may have a disability and would like to receive accommodations for their learning, they must disclose and provide medical documentation about their disability to Melissa Wojciechowski St. John. Melissa is the [Senior Director of Student Services](#)-- and serves as the local disability coordinator -- in the HKS Office of Student Services. She can talk to you about your needs and assist you in the process for requesting and implementing accommodations. Because accommodations may require early planning and generally are not provided retroactively, I recommend that you contact her as soon as possible.

HKS is committed to creating a learning environment that meets the needs of its diverse student body, and therefore I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so we can determine if there is a design adjustment that can be made. I am happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. In addition, I welcome community feedback and collaboration to make the overall course more inclusive and accessible. While I cannot officially arrange for disability-related accommodations, you should always feel free to come to me with concerns, questions, or suggestions.

Academic Integrity and Professionalism: The HKS academic integrity policy also applies: Students must observe Kennedy School and Harvard University rules regarding the citation of sources. Any sentences or paragraphs taken verbatim from the writing of (or interviews with) any other person or persons, or from your own writing that has been published elsewhere, must be placed in quotation marks and their source must be clearly identified. Changing the wording of a sentence or passage slightly does not evade the requirement for citation. Indeed, whenever you are drawing an important argument or insight from someone else, even if you reword it into your own words, a reference to the source is required. Including material from others in the assignments without appropriate quotation marks and citations is regarded, as a matter of School and University policy, as a serious violation of academic and professional standards and can lead to a failing grade in the course, failure to graduate, and even expulsion from the University. For more on HKS academic integrity visit:

<http://www.hks.harvard.edu/degrees/registrar/procedures/integrity>

3. Course Outline (draft)

Class #	Date	Class Content	Pre-Class Material	Due Noon on Day
	Mon, Aug 31	Shopping!		
1	Wed, Sept 2	Introduction	Brooks (2011) Thaler (2011) Luca and Bazerman (2020)	
2	Fri, Sept 4	Standard Economic Models of Decision Making and Experiments	Becker (1976) Grady (2009) RCT video (2017)	
	Mon, Sept 7	NO CLASS: Labor Day		HW1 (survey)
3	Wed, Sept 9	Heuristics and Biases	Gladwell (2003)	
4	Mon, Sept 14	Prospect Theory 1	Thaler and Sunstein (2008)	
5	Wed, Sept 16	Prospect Theory 2	Amicus brief (2016) Choiceology podcast (2019)	
	Fri, Sept 18	BONUS (optional): Prospect Theory CA review session		
6	Mon, Sept 21	Fairness and Cooperation	Brafman and Brafman (2008)	HW2 (int 1)
7	Wed, Sept 23	Q&A – think of questions beforehand		
8	Mon, Sept 28	Intertemporal Choice and Want/Should Conflict	Choiceology podcast (2018)	
9	Wed, Sept 30	Commitment Devices and Mental Accounting		HW3 (int 2)
	Fri, Oct 2	BONUS (optional): Open discussion with Prof. Rogers (Noon EST)		
10	Mon, Oct 5	Exercise (CR)	Handout A and B Deliberate with group (and decide)	
11	Wed, Oct 7	Bounded Awareness, Overconfidence	Mitchell (2014) Choiceology podcast (2018) Gladwell (2009)	
	Fri, Oct 9	BONUS (optional): CA review session		
	Mon, Oct 12	NO CLASS: Columbus Day (Federal and State)/Indigenous Peoples' Day		
12	Wed, Oct 14	Cognitive Dissonance, Confirmation Bias and Escalation of Commitment	Tavris and Aronson (2007)	Final project team list
13	Mon, Oct 19	Follow-Through	Rogers et al (2016)	
14	Wed, Oct 21	Libertarian Paternalism and Choice Architecture	Thaler and Sunstein (2008)	
15	Mon, Oct 26	Behavior Change over Time	Thaler (2015) Frey and Rogers (2014)	H4 (letter)
16	Wed, Oct 28	Diversity and Inclusion	Bohnet (2016)	

			Luca and Bazerman (2020)	
Class #	Date	Class Content	Pre-Class Material	Due Noon on Day
	Fri, Oct 30	BONUS (optional): open discussion w/ Prof. Rogers (Noon EST)		
17	Mon, Nov 2	Midterm Review		
18	Wed, Nov 4	Guest – Marc Laitin	Cialdini (first) Choiceology podcast (2018)	Midterm Exam
19	Mon, Nov 9	Influence	Cialdini (second)	
	Wed, Nov 11	NO CLASS: Veterans Day		
	Fri, Nov 13	BONUS (optional): Mechanical Turk and online survey session		Final project proposal
20	Mon, Nov 16	Full-session exercise (Mturk I)		
21	Wed, Nov 18	Final project group team session		
22	Mon, Nov 23	Full-session exercise (Mturk II)		HW5 (et)
	Wed, Nov 25	NO CLASS: Thanksgiving recess		
23	Mon, Nov 30	Guest – Piyush Tandia		Video
24	Wed, Dec 2	Videos and conclusion		Video viewing + survey (8 am EST)
	Mon, Dec 14			Final project

4. Reading Assignments

Where to Find Readings: (C) = Canvas and (B) = Book

WEDNESDAY, SEPTEMBER 2 CLASS 1: INTRODUCTION

(C) Brooks, D. (2011). "Who You Are," *The New York Times*, October 20, 2011.

(C) Video. Richard Thaler - Nudge: An Overview. (2011).

(B) Luca, M., & Bazerman, M. (2020). *The Power of Experiments*. MIT Press. *Chapter 3: The Rise of Experiments in Psychology and Economics*.

FRIDAY, SEPTEMBER 4

CLASS 2: STANDARD ECONOMIC MODELS OF DECISION MAKING AND EXPERIMENTS

(C) Becker, G. (1976). The Economic Approach to Human Behavior. Chicago: University of Chicago Press. *Introduction*.

(C) Grady, D. Studies Question Using Cement for Spine Injuries. New York Times, August 5, 2009.

(C) Video. Explaining Randomization in Clinical Trials. (2017).

LABOR DAY – NO CLASS MONDAY, SEPTEMBER 7

WEDNESDAY, SEPTEMBER 9

CLASS 3: HEURISTICS AND BIASES

(C) Gladwell, M. (2003). "Connecting the Dots: The Paradoxes of Intelligence Reform," *The New Yorker*, March 10, 2003.

MONDAY, SEPTEMBER 14

CLASS 4: PROSPECT THEORY I

(B) Thaler, R.H. & Sunstein, C.R. (2008). Nudge: Improving Decisions about Health, Wealth, and Happiness. Yale University Press: New Haven, CT. *Chapter 11: How to Increase Organ Donations*.

WEDNESDAY, SEPTEMBER 16

CLASS 5: PROSPECT THEORY II

(C) Amicus Brief, 2016, Expressions Hair Design v. Schneiderman, "Brief of Scholars of Behavioral Economics as *Amici Curiae* in Support of Petitioners"

(C) Choiceology podcast. Milkman, K. (Host). (2019, October 21). Take the deal! With Guests Daniel Kahneman, Colin Camerer & Luis Green.

MONDAY, SEPTEMBER 21

CLASS 6: FAIRNESS AND COOPERATION

(C) Brafman, O. & Brafman, R. (2008). Sway: The Irresistible Pull of Irrational Behavior. Broadway Books: New York, NY. *Chapter 6: In France, the Sun Revolves around the Earth*.

WEDNESDAY, SEPTEMBER 23

CLASS 7: Q&A – THINK OF QUESTIONS BEFOREHAND

MONDAY, SEPTEMBER 28

CLASS 8: INTERTEMPORAL CHOICE AND WANT/SHOULD CONFLICT

(C) Choiceology podcast. Milkman, K. L. (Host). (2018, November 12). The Temptation of Now: With Guests Richard Thaler & Angela Duckworth.

WEDNESDAY, SEPTEMBER 30

CLASS 9: COMMITMENT DEVICES AND MENTAL ACCOUNTING

MONDAY, OCTOBER 5

CLASS10: EXERCISE (CR)

See Canvas.

WEDNESDAY, OCTOBER 7

CLASS 11: BOUNDED AWARENESS, OVERCONFIDENCE, AND BOUNDED ETHICALITY

(C) Gladwell, M. (2009). Cocksure: Banks, Battles, and the Psychology of Overconfidence. *The New Yorker*. July 27, 2009.

(C) Choiceology podcast. Heath, D. (Host). (2018, February 12). It's Hard to be Humble.

(C) Mitchell, R. (2014). Gap or trap? Confidence backlash is the real problem for women. *The Conversation*. June 12, 2014.

COLUMBUS DAY – NO CLASS MONDAY, OCTOBER 12

WEDNESDAY, OCTOBER 14

CLASS 12: COGNITIVE DISSONANCE, CONFIRMATION BIAS AND ESCALATION OF COMMITMENT

(C) Tavis, C. and Aronson, E. (2007). Mistakes Were Made (but not by me): Why We Justify Foolish Beliefs, Bad Decisions, and Hurtful Acts. Harcourt Books: USA. *Introduction & Chapter 1*.

MONDAY, OCTOBER 19

CLASS 13: FOLLOW-THROUGH

(C) Rogers, T., Milkman, K.L., John, L.K., & Norton, M.I. (2016). Making the Best Laid Plans Better: How Plan-Making Increases Follow-Through. Behavioral Science and Policy.

WEDNESDAY, OCTOBER 21

CLASS 14: LIBERTARIAN PATERNALISM AND CHOICE ARCHITECTURE

(B) Thaler, R.H. & Sunstein, C.R. (2008). Nudge: Improving Decisions about Health, Wealth, and Happiness. Yale University Press: New Haven, CT. *Introduction, Chapter 4: When Do We Need a Nudge?, Chapter 5: Choice Architecture, & Chapter 17: Objections.*

MONDAY, OCTOBER 26

CLASS 15: BEHAVIOR CHANGE OVER TIME

(C) Thaler, R. (2015). The Power of Nudges, for Good and Bad. The New York Times, October 31, 2015.

(C) Frey, E., & Rogers, T. (2014). Persistence How Treatment Effects Persist After Interventions Stop. Policy Insights from the Behavioral and Brain Sciences, 1(1), 172-179.

WEDNESDAY, OCTOBER 28

CLASS 16: DIVERSITY AND INCLUSION

(B) Bohnet, I. (2016). Evidence-Based Ideas to Increase Diversity, Equity, and Inclusion in the Workplace. Chapter 5: *Overcoming the Small-N Problem*

(B) Luca, M., & Bazerman, M. (2020). The Power of Experiments. MIT Press. Chapter 5: *#AirbnbWhileBlack*.

MONDAY, NOVEMBER 2

CLASS 17: MIDTERM REVIEW

WEDNESDAY, NOVEMBER 4

CLASS 18: GUEST - MARC LAITIN

(B) Cialdini, R. (2009). Influence: The Psychology of Persuasion. Harper Collins Publishing: New York, NY. ***Begin reading***

(C) Choiceology podcast. Milkman, K. (Host). (2018, November 26). Everybody's Doing It: With Guests Tyler Hamilton & Todd Rogers.

MONDAY, NOVEMBER 9
CLASS 19: INFLUENCE

(B) Cialdini, R. (2009). *Influence: The Psychology of Persuasion*. Harper Collins Publishing: New York, NY. ***Finish reading.***

VETERANS DAY – NO CLASS MONDAY, NOVEMBER 11

MONDAY, NOVEMBER 16
CLASS 20: MTURK IN-CLASS ACTIVITY I

WEDNESDAY, NOVEMBER 18
CLASS 21: FINAL PROJECT TEAM SESSION

MONDAY, NOVEMBER 23
CLASS 22: MTURK IN-CLASS ACTIVITY II

THANKSGIVING RECESS – NO CLASS WEDNESDAY, NOVEMBER 25

MONDAY, NOVEMBER 30
CLASS 23: GUEST – PIYUSH TANTIA

WEDNESDAY, DECEMBER 2
CLASS 24: VIDEOS AND CONCLUSION

5. Additional Reading on Selected Course Topics

Note that much of the material from these readings will be covered during class. These readings may be helpful if you would like a refresher on a given lecture topic. However, they are not required and are likely to be most useful after attending a lecture on a given topic rather than before.

EXPERIMENTS

Rogers, T. (2016). Low-Cost, High ROI Experiments in Organizations.

Luca, M., Bazerman, M.H. (2020). The Power of Experiments. MIT Press.

PROSPECT THEORY

Thaler, R.H. (1992). The Winner's Curse: Paradoxes and Anomalies of Economic Life. Princeton University Press: Princeton, NJ. *Chapter 6: The Endowment Effect, Loss Aversion, and Status Quo Bias*.

Camerer, Colin F. (2000). "Prospect Theory in the Wild: Evidence from the Field." In D. Kahneman and A. Tversky (eds.), Choices, Values, and Frames. Cambridge University Press: Cambridge, UK.

HEURISTICS AND BIASES

Bazerman, M.H. (2006). Judgement in Managerial Decision Making. John Wiley & Sons: USA. *Chapter 2: Common Biases (Pages 13-33, skip Q12)*.

FAIRNESS AND COOPERATION

Kahneman, D., Knetsch J.L., and Thaler R. (1986) "Fairness as a Constraint on Profit Seeking: Entitlements in the Market," *The American Economic Review*, 76(4), p.728-741.

Thaler, R.H. (1992). The Winner's Curse: Paradoxes and Anomalies of Economic Life. Princeton University Press: Princeton, NJ. *Chapter 2: Cooperation*.

Tyler, T. R. (2006). Why people obey the law. Princeton University Press.

INTERTEMPORAL CHOICE AND WANT/SHOULD CONFLICT

Thaler, R.H. (1992). The Winner's Curse: Paradoxes and Anomalies of Economic Life. Princeton University Press: Princeton, NJ. *Chapter 8: Intertemporal Choice*.

Milkman, K.L., Rogers, T., & Bazerman, M.H. (2008). "Harnessing Our Inner Angels and Demons: What We Have Learned about *Want/Should* Conflicts and How that Knowledge Can Help Us Reduce Short-Sighted Decision Making," *Perspectives on Psychological Science*, Vol. 3, 324-338.

COMMITMENT DEVICES AND MENTAL ACCOUNTING

Thaler, R.H. & Sunstein, C.R. (2008). *Nudge: Improving Decisions about Health, Wealth, and Happiness*. Yale University Press: New Haven, CT. *Chapter 2: Resisting Temptation*

Rogers, T., Milkman, K. L., & Volpp, K. G. (2014). Commitment Devices: Using Initiatives to Change Behavior. *Journal of the American Medical Association (JAMA)*, 311(20), 2065-2066.

FOLLOW THROUGH

Sunstein, C. R. (2014). *Simpler: The future of government*. Simon and Schuster.

BOUNDED AWARENESS, OVERCONFIDENCE

Russo, E.J. & Shoemaker, P.J.H. (2002). *Winning Decisions: Getting it Right the First Time*. Doubleday: New York. *Pages 74-89*.

Bazerman, M., & Chugh, D. (2006). Decisions without Blinders, *Harvard Business Review*. January 2006.

Chugh, D., & Bazerman, M. H. (2007). Bounded awareness: What you fail to see can hurt you. *Mind & Society*, 6(1), 1-18.

Banaji, M., Bazerman, M., & Chugh, D. (2003). How (Un)Ethical Are You? *Harvard Business Review*, 81(12), 56-64.

Moore, D. (2020). *Perfectly Confident*. Harper Collins.

BEHAVIOR CHANGE OVER TIME

Rogers, T. & Frey, E. (2016). *Changing Behavior Beyond the Here and Now*. Blackwell Handbook of Judgment and Decision Making.

Sunstein, C. R. (2014). *Why nudge?: the politics of libertarian paternalism*. Yale University Press.

DIVERSITY AND INCLUSION

Bohnet, I. (2016). *What works*. Harvard University Press.

Chugh, D. (2018). *The Person You Mean to Be*. Harper Collins.

SOCIAL NORMS

Thaler, R.H. & Sunstein, C.R. (2008). Nudge: Improving Decisions about Health, Wealth, and Happiness. Yale University Press: New Haven, CT. *Chapter 3: Following the Herd*.

Gerber, A.S. & Rogers, T. (2009). Descriptive Social Norms and Motivation to Vote: Everyone's Voting and so Should You. *The Journal of Politics*, 71 (1): 1-14.

CONCLUSION

Rogers, T., Goldstein, N. J., & Fox, C. R. (2018). Social Mobilization. *Annual Review of Psychology*.

Milkman, K.L., Chugh, D., & Bazerman, M. (2008). "How Can Decision Making Be Improved?" *Perspectives on Psychological Science*, 4(4): 379-383.

Soll, J.B., Milkman, K.L. , & Payne, J.W. (2015). "A User's Guide to Debiasing." In K. Gideon and G. Wu (eds.) Wiley-Blackwell Handbook of Judgment and Decision Making.

Shafir, E. (2012). The behavioral foundations of public policy. Princeton University Press.

Kahneman, D. (2011). Thinking, fast and slow. New York: Farrar, Straus and Giroux.

Fall 2020 Cross-Registration (MLD-304)

Full Term Course Cross-Registration Schedule	
Session Dates	9/2/2020 – 12/4/2020
Cross-Registration Dates	9/3/2020 – 9/10/2020
Drop Date	9/15/2020

Cross-registration opens on Thursday, September 3. Petitions will be approved starting Friday, September 4. We cannot accept petitions before that date. Per HKS policy, seats will open up to cross-registrants only at the end of the HKS enrollment period, and priority is always given to HKS students. We do expect there will be seats available after HKS enrollment ends, and at that point we will begin accepting petitions to enroll from cross-registrants, diversifying across schools and giving priority to seniority.

This course is not open to auditors.

For the first two weeks of classes, the Canvas site for this course is open to all who have an HUID or XID. You will be able to access the readings you'll need to do for the first day of class on Canvas: <https://canvas.harvard.edu/courses/78123/pages>.

Harvard Students (non HKS)

- Save this course to your Crimson Carts to see the Canvas site on your dashboard.
- Submit a petition to enroll in my.harvard.edu

Tufts Students

- Submit a new request for an HUID according to the Tufts cross-registration process (you'll need to do this even if you already have one).
- Save this course to your Crimson Carts to see the Canvas site on your dashboard.
- Submit a petition to enroll in my.harvard.edu

MIT Students

- Submit a petition to enroll according to the MIT registration process.
- If you do not already have an HUID, you will be assigned one when you submit your cross-registration petition on September 3. If you do not have an HUID and you need access to the required readings before the first day of class, please email Sarah Melendez at sarah_melendez@hks.harvard.edu.