

MLD-304
Science of Behavior Change
Course Syllabus

(Updated: 8/14/2020)

This DRAFT is still being revised to improve for remote class

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.

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"). This will be accomplished by building on 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.
- If you took many courses in social psychology and behavioral economics as an undergraduate, you may find some course content redundant with your past training, though you will undoubtedly learn from the cutting edge inter-disciplinary research covered in this course.
- 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:

- **XX** is first day students can submit cross-registration petitions
- **XX** 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.
- **XX** by 11:59pm I will admit Round 2 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 2 or not.

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 get the most value out of our synchronous time
- how to get the most value out of potential guests (and whether to have guests at all)
- 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 enhance the social connections students make through the class
- 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 | (25%) |
| (3) Online Participation | (15%) |
| (4) Final Group Project | (35%) |

Note that HKS asks that courses are graded on a [curve](#). I 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 synchronously during the scheduled class time. A sample midterm will be posted on Canvas.

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 interventions posted on Canvas by your classmates, focusing on making the intervention more effective.

2.2.3 Online Participation

15% of your course grade will come from your online participation. That includes your class participation and your active commenting on your classmates posted homework assignments. The default will be that all students will receive the full 15% in their grade. You may earn less than 15% 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 online 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 23): Each group must submit a 1-page, single-spaced 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.
- **PRESENTATIONS** (December 9 and December 14): On these two days of class, each group will have recorded and submitted a short video (exact time tbd, likely 2 minutes) before class. In class these videos will be viewed, then classmates will ask questions and offer suggestions.
- **PAPERS** (Due December 16): 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	Social open	Class Content	Pre-Class Material	Due Noon on Day
	Mon, Aug 31 Tue, Sept 1	None	Shopping!		
1	Wed, Sept 2	Speed activity, likely 25'	Introduction	Brooks (2011)	
	Mon, Sept 7		NO CLASS: Labor Day		HW1 (survey)
2	Wed, Sept 9	Speed activity likely 20'	Standard Economic Models of Decision Making and Experiments	Becker (1976) Levitt & Dubner (2005) Ayres (2007) Freakonomics podcast (2017)	
3	Mon, Sept 14	Random group 5-10'	Prospect Theory 1	Thaler & Sunstein (2008) Choiceology podcast (2019)	
4	Wed, Sept 16	Stable group 1 (random), 5-10'	Prospect Theory 2	Amicus brief (2016)	
	Fri, Sept 18		BONUS (optional): Prospect Theory CA review session		
5	Mon, Sept 21	Stable group 1 (random), 5-10	Heuristics and Biases	Gladwell (2003) Gawande (1999)	HW2 (int 1)
6	Wed, Sept 23	Stable group 1 (random), 5-10	Fairness and Cooperation	Brafman and Brafman (2008)	
7	Mon, Sept 28	Stable group 2 (submitted, random) 5-10	Intertemporal Choice and Want/Should Conflict	Choiceology podcast (2018)	HW3 (letter)
8	Wed, Sept 30	Stable group 2 (submitted, random) 5-10	Commitment Devices and Mental Accounting	Leiber, R. (2010)	
	Fri, Oct 2		BONUS (optional): CA review session		
9	Mon, Oct 5	Stable group 2 (submitted, random) 5-10	Exercise (CR)	Handout A and B Deliberate with group (and decide)	H4 (int 2)
10	Wed, Oct 7	Stable group 2 (submitted, random) 5-10	Bounded Awareness, Overconfidence, & Bounded Ethicality	Mitchell (2014) Gladwell (2009) Choiceology podcast (2018)	
	Fri, Oct 9		BONUS (optional): Open discussion with Prof. Rogers		
	Mon, Oct 12		NO CLASS: Columbus Day (Federal and State)/Indigenous Peoples' Day		
11	Wed, Oct 14	Stable group x (tbd) 5-10	Cognitive Dissonance, Confirmation Bias and Escalation of Commitment	Tavris and Aronson (2007)	Final project team list

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Class #	Date	Social open	Class Content	Pre-Class Material	Due Noon on Day
	Fri, Oct 16		BONUS (optional): CA review session		
12	Mon, Oct 19	Stable group x (tbd) 5-10	Follow-Through	Choiceology podcast (2018)	
13	Wed, Oct 21	Stable group x (tbd) 5-10	Libertarian Paternalism and Choice Architecture	Thaler & Sunstein (2008)	
14	Mon, Oct 26	Stable group x (tbd) 5-10	Behavior Change over Time	Thaler (2015) Frey and Rogers (2014)	
15	Wed, Oct 28	Stable group x (tbd) 5-10	Diversity and Inclusion		
	Fri, Oct 30		BONUS (optional): open discussion w/ Prof. Rogers		
16	Mon, Nov 2	Stable group x (tbd) 5-10	Group Study / Midterm review		
17	Wed, Nov 4	Stable group x (tbd) 5-10	Midterm Review		
18	Mon, Nov 9	Stable group x (tbd) 5-10	Midterm Exam		
	Wed, Nov 11		NO CLASS: Veterans Day		
	Fri, Nov 13		BONUS (optional): Mechanical Turk and online survey session		
19	Mon, Nov 16	Stable group x (tbd) 5-10	Final project group team session	Cialdini (first)	
20	Wed, Nov 18	Stable group x (tbd) 5-10	Full-session exercise (Mturk I)	Cialdini (second)	
21	Mon, Nov 23	Stable group x (tbd) 5-10	Full-session exercise (Mturk II)	Cialdini (third)	Final project proposal
	Wed, Nov 25		NO CLASS: Thanksgiving recess		
22	Mon, Nov 30	Stable group x (tbd) 5-10	Influence I		
23	Wed, Dec 2		Final project group team session		HW5 (inf)
24	Mon, Dec 7	Stable group x (tbd) 5-10	Influence II (activity)		
25	Wed, Dec 9		Final Project Presentations		
	Fri, Dec 11		BONUS (optional): open discussion w/ Prof. Rogers		
26	Mon, Dec 14		Final Project Presentations		
27	Wed, Dec 16		Conclusion		Final project

4. Reading Assignments

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

WEDNESDAY, SEPTEMBER 2

CLASS 1: INTRODUCTION

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

LABOR DAY – NO CLASS MONDAY, SEPTEMBER 7

WEDNESDAY, SEPTEMBER 9

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) Levitt, S.D. & Dubner, S.J.(2005). Freakonomics: A Rogue Economist Explores the Hidden Side of Everything. Harper Perrenial: New York. *Introduction*.

(C) Ayres, I. (2007). Super Crunchers. Bantam Books: New York, NY. *Chapter 2: Creating Your Own Data with the Flip of a Coin*.

(C) Freakonomics podcast. Dubner, S., & Werth, C. (2017, March 29). Big Returns from Thinking Small (Ep. 281) with Rory Gallagher and David Halpern.

MONDAY, SEPTEMBER 14

CLASS 3: 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*.

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

WEDNESDAY, SEPTEMBER 16

CLASS 4: 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"

MONDAY, SEPTEMBER 21

CLASS 5: HEURISTICS AND BIASES

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

(C) Gawande, A. (1999). "The Cancer Cluster Myth." *The New Yorker*, February 8, 1999.

WEDNESDAY, SEPTEMBER 23

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.*

MONDAY, SEPTEMBER 28

CLASS 7: INTERTEMPORAL CHOICE AND WANT/SHOULD CONFLICT

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

WEDNESDAY, SEPTEMBER 30

CLASS 8: COMMITMENT DEVICES AND MENTAL ACCOUNTING

(C) Leiber, R. (2010). "Your Card Has Been Declined, Just as You Wanted." *New York Times*, August 13, 2010.

MONDAY, OCTOBER 5

CLASS 9: EXERCISE (CR)

See Canvas.

WEDNESDAY, OCTOBER 7

CLASS 10: 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 11: 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 12: FOLLOW-THROUGH

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

WEDNESDAY, OCTOBER 21

CLASS 13: 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 14: 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 and Rogers (2014).

WEDNESDAY, OCTOBER 28

CLASS 15: DIVERSITY AND INCLUSION

MONDAY, NOVEMBER 2

CLASS 16: GROUP STUDY / MIDTERM REVIEW

WEDNESDAY, NOVEMBER 4

CLASS 17: MIDTERM REVIEW

MONDAY, NOVEMBER 9

CLASS 18: MIDTERM EXAM

VETERANS DAY – NO CLASS MONDAY, NOVEMBER 11

MONDAY, NOVEMBER 16

CLASS 19: FINAL PROJECT GROUP TEAMS

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

WEDNESDAY, NOVEMBER 18

CLASS 20: MTURK IN-CLASS ACTIVITY I

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

MONDAY, NOVEMBER 23

CLASS 21: MTURK IN-CLASS ACTIVITY II

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

THANKSGIVING RECESS – NO CLASS WEDNESDAY, NOVEMBER 25

MONDAY, NOVEMBER 30

CLASS 22: INFLUENCE I

WEDNESDAY, DECEMBER 2
CLASS 23: FINAL PROJECT GROUP TEAMS

MONDAY, DECEMBER 7
CLASS 24: INFLUENCE II (ACTIVITY)

WEDNESDAY, DECEMBER 9
CLASS 25: FINAL PROJECT PRESENTATIONS

MONDAY, DECEMBER 14
CLASS 26: FINAL PROJECT PRESENTATIONS

WEDNESDAY, DECEMBER 16
CLASS 27: 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.

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

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*.

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

BOUNDED AWARENESS, OVERCONFIDENCE, AND BOUNDED ETHICALITY

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.

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

BEHAVIOR CHANGE OVER TIME

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

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.

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CONCLUSION

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