

Thinking & Decision Making

PSYC UN2235 (3 points)

Tentative Syllabus for Spring 2025

Course Information

Tuesdays & Thursdays, 11:40am-12:55pm

Location: 501 Schermerhorn

Instructor Information

Katherine Fox-Glassman, PhD

Office: 314 Schermerhorn

Spring Drop-in Hours: TBD

email: kjt2111@columbia.edu

pronouns: she/her/hers

TA Information

Please check our Canvas page for up-to-date lists of TA contact info & office hours.

For general course inquiries (course content, assignment clarifications, etc.) that are not answered by the syllabus, please first check the **Canvas Discussions page** to see if your question has been answered already, and if not please add it there.

For personal inquiries (missed deadlines, absences, issues uploading assignments, personal concerns, etc.) please email our **TA email: psyc2235ta@gmail.com**. This email address will be monitored starting in the first week of the spring semester.

Description of the Spring 2025 Course

This course serves as an introduction to the psychology of judgment and decision making. It covers normative, prescriptive, and descriptive theories of judgment and choice; models of decision processes and the effects of context, experience, memory, and information on decision making; biases and heuristics that influence decision making; and real-world applications of these topics.

Prerequisites

Science of Psychology (PSYC UN1001) or an equivalent introductory psych course. Students who have not taken one of these courses may register with instructor permission.

Role in the Psychology Curriculum

For the Psychology major and concentration, and for the Psychology Post-Bac certificate program, this course counts toward the Group I Distribution Requirement. For the Neuroscience & Behavior major, this course counts toward the P4 lecture requirement. For the Special Concentration in Business Management, this course counts as an elective.

Motivating Questions

1. How do we make decisions: what are the processes through which we weigh options and make choices, and how might these differ from the “ideal” or “typical” processes suggested by decision theories? When might the “ideal” decision processes not be so ideal after all?
2. Can we say that people have *true preferences*, or do most choices in fact show *revealed preferences* that depend on the context of the decision, our ability to remember past experiences when deciding, and even the way the various options are presented to us?
3. How might we make “better” decisions—and, for that matter, how do we even define a “good decision?” Is it one in which we used a sound *decision process*, or one that led to a good *outcome*, or both—or maybe neither?
4. How can an understanding of decision science be applied to understand or influence real-world decisions in domains ranging from marketing and healthcare to public policy and disaster preparedness?

Course Overview

All of us make thousands of decisions every day. Many are simple and almost automatic: how many times to snooze our alarm, what to eat for breakfast, whether to cross the street or not on a blinking “don’t-walk” sign. Other decisions, like whether to carry an umbrella on a cloudy day or to put off an assignment in favor of going out for a drink with friends, require a bit more conscious considering of information. Still others require complicated calculations or deliberation: where to travel for spring break; which college or grad school to attend; whether to begin or end a romantic relationship.

Each of these decisions invokes a set of related cognitive processes, and researchers from several fields (psychology, economics, and neuroscience, among others) study these processes. This course will examine the ways we judge situations, probabilities, and decision options, and how we go about making choices. We will consider many different sources of evidence, from behavioral observation to cognitive models to the firings of neurons in the brain.

We will discuss different decision modes and decision strategies. We’ll consider normative decision models (ones that identify the “*best*” decision to make), prescriptive decision models (those that indicate what people *ought* to do), and descriptive decision models (those that illustrate the ways that people *actually do* make decisions). We’ll discuss the differences between studying questions like: “why *don’t* people follow the normative or prescriptive model?” vs. “why *do* people follow the descriptive models that they do?” The first approach tends to identify what we call cognitive biases, fallacies, or paradoxes, while the second question more often leads to the development of decision heuristics—we’ll talk in depth about many of these heuristics, biases, fallacies, and paradoxes.

We will connect all of these topics by considering their real-world applications. Many different fields require their practitioners to have an in-depth understanding of decision and judgment theory—notably marketing and advertising, which deploy psychology and behavioral economics findings to maximize earnings. Other fields are beginning to realize the benefits of incorporating decision theory into their efforts—the health and disaster preparedness professions, for example, are right now actively working to better understand the ways that people judge and use health or hazard information. These efforts often draw on the concept of “decision architecture,” or the way that the format of the options can be altered to “nudge” and (perhaps) improve people’s decision processes.

Course Requirements

Note: This course requires a lot of work on your part! This is intentional, because the learning process requires you to engage with the material. Each assignment has a particular purpose:

- to help you learn the material more deeply and thoroughly,
- to identify topics you have questions about,
- to help spread your studying over time, and/or
- to give you a variety of ways to demonstrate your mastery of our topics.

At Columbia, 3-point courses are expected to require *at least* 9 hours of work per week, on average. Each week, we will spend 2.5 hours in lecture and you'll have another ~30min of video mini lectures to watch as preparation for class, which means **you should expect to spend an average of at least 6 hours each week** doing the readings, completing that week's problem set and quizzes, and studying for the next exam. If you're struggling to manage your time, come talk to me or one of the TAs! We were all once students in this course ourselves, and we're here to help guide you through both the subject matter and the logistics of the course.

Grading

Your grade in this class will be determined only by your own work, not by how well you do relative to the other students; i.e., exams and assignments are not curved. If every student does A-level work, then everyone will receive an A in the course. Your grade is based in some cases on the effort you put in (e.g., participation, PSets, Quizzes) and in some cases on your mastery of the material (midterms & final exam). Your grade will be calculated out of a total of 1000 points, as follows:

Baseline survey:	25 points	(due before class on Thursday, January 23)
Participation:	95 points	(during every class)
Written assignments:	180 points	(weekly problem sets & 1 Decision Analysis paper)
Quizzes:	50 points	(due before class for Lectures 2-26)
Higher of 2 Midterms:	300 points	
<u>Final exam:</u>	<u>350 points</u>	(tentatively Thursday, May 15, 4:10-7pm)
Total:	1000 points	

The cutoffs for each letter grade are as follows:

990* – 1000 points = A+
930 – 989.9 points = A
900 – 929.9 points = A-
870 – 899.9 points = B+
830 – 869.9 points = B
800 – 829.9 points = B-
770 – 799.9 points = C+
730 – 769.9 points = C
700 – 729.9 points = C-
600 – 699.9 points = D
0 – 599.9 points = F

*In this class, an A+ is a rare distinction indicating truly exceptional work. If no students score above 990 points, then the cutoff for the grade of A+ may be lowered.

Components of the Final Grade

Baseline survey. You will fill out a survey before class starts, and we'll use your (anonymous) responses to illustrate many of the effects we discuss in the course. For full credit, you must complete the Baseline Survey before the beginning of our second lecture (January 23, 11:40 am).

Class participation. You will earn your participation grade (95 points out of 1000 total) by responding with your iClicker to questions during class. These questions will serve several purposes: (1) to give me real-time feedback on what concepts you're understanding and which topics we might want to spend a little more time on; (2) to help you engage with the material and encourage you to be active learners; (3) to help you gauge your own understanding as we go; and (4) to augment the results of the class intro survey with polls and questions that are better asked "live" than in an online survey.

To receive the maximum 95 points for clicker participation, you must respond to all, or all but one of the questions posed during at least 19 of the 24 lectures for which we're counting clicker participation (we will practice with clickers in the first week of class, but we won't start recording participation until the second week). For every lecture for which you responded to all or all but one of the clicker questions, you will receive 5 points; for lectures during which you responded to more than half of the clicker questions but not enough to receive full credit, you will receive 2 points. I will drop your five lowest participation scores out of the 24 when calculating your participation grade.

Everyone gets 5 free absences automatically: I will drop your five lowest participation scores out of the 24 when calculating your participation grade. You may use your 5 free absences for any reason (i.e., there's no difference between excused and unexcused absences in this course). There is no need to email us about absences unless you have any questions about the material you missed.

You may purchase an iClicker at the Columbia Bookstore or online, or you may use the same clicker you used for past classes. The two models to look for are the 2nd Edition iClicker (ISBN 9780716779391) and the iClicker+ (ISBN 9781464120152). The Gen1 iClicker usually works as well, but I'd advise you to bring it to one of our first two class meetings to confirm that.

We also have quite a few clickers available to borrow for the semester. Contact the TA email address if you'd like one. We'll allocate clickers on a first-asked, first-served basis, but we won't start distributing the clickers until the week before classes start.

A handout with instructions on how to register your iClicker is available on Canvas.

If you are in class but do not have a working iClicker (you forgot your clicker, or it's out of batteries), you may get credit by checking in with a TA at the beginning and end of class. You may do this a maximum of 2 times.

While the vast majority of students come to class prepared to participate and learn, it is possible to lose points for a particular class period if you are disrupting class or distracting those around you (e.g., by having conversations with your friends during class time). Also rare but worth a warning: **do not ask a friend to use your clicker on your behalf.** Asking someone to fake your participation—or doing this for someone else—is a form of academic dishonesty, and will result in a zero for both of your participation scores for the semester and a referral to your school's Office of Student Conduct.

Alternative to class participation: Studies have shown that students benefit from active class attendance, both in terms of understanding of class material and in terms of grades. But if you believe that you will not get any benefit from attending class, you may opt to shift your participation points onto

your exam scores: 45 points will be added to the weighting of your higher midterm score (your % correct on the exam will be scaled out of 345 points, rather than 300), and 50 points will be added to the weighting of your final exam (scaled out of 400 points, rather than 350), and attendance will not count at all toward your grade. **Most students will not benefit from this arrangement**—participation scores provide a grade boost for 99% of students in this course. But if you would like the freedom to miss as much class as you want (by putting more of your eggs in the “exams” basket, as it were), please email Prof. F-G *before the end of the second week of classes* to request this option. Once you opt into this alternative, you may not switch back.

Problem Sets. Each week you will complete a short problem set to apply and test your knowledge of the week’s topics before we move on to new concepts. The format of the problem sets will vary, but the purpose will always be to help you to examine and connect key course concepts. You are encouraged to work with your classmates and ask questions of the TAs and instructor. *Problem sets will be graded for effort, not accuracy.* This means that if you answered every question to the best of your ability, you turned in the problem set on time, and your answers represent your own work, you will receive full points. This also means that **it’s up to you to check your answers against the answer keys**, which will be posted on Canvas shortly after each problem set is due. Do this well before each midterm, so that you have time to ask us about any concepts you aren’t fully clear on.

There will be 11 problem sets, worth up to 10 points each. When calculating your final grade, I will use only your 10 highest scores out of the 11. Problem sets will be available each Thursday after class, and cover material from that week’s lectures. Each problem set is due before class starts on the Tuesday after it is assigned. Problem sets will be posted, and should be turned in, via Canvas.

Even though problem sets are not graded for accuracy, putting in the effort to complete each of them to the best of your ability will improve your understanding of the material and help you prepare for the exams. Plus, [doing good work on your problem sets is the only possible way to end up with a final letter grade higher than your final point total would normally earn.](#) (See **Class Policies**, below.)

Decision Analysis Paper. In the week after Spring Break, instead of a problem set you’ll be writing an analysis of a recent decision you’ve made. This assignment is designed to help you learn about decision goals and modes while at the same time gaining some insight into your own decision process. Unlike the problem sets, the Decision Analysis *is* graded, based on your ability to clearly and accurately apply course concepts to a thoughtful analysis of your decision. The Decision Analysis is worth 80 points, and is due on Thursday, March 27.

Quizzes. A short (2-point) quiz will be due before each lecture, starting with our second class. The questions are on material covered in the readings and the short video lectures assigned as preparation for each lecture. You will have 3 attempts to complete each quiz; only the highest score is counted. **The quiz for each lecture is due before class begins that day**; your answers must be submitted before 11:40am in order to count. However, you’ll have **5 late passes for quizzes**: for 5 of the 25 quizzes, you may submit them for full credit any time before the start of the exam that covers that unit. For example, if you missed any of the quizzes on Lectures 1-9, you could make them up by submitting your answers before Midterm 1. Once you’ve used your 5 late passes, any further quizzes not submitted before the start of the associated lecture will receive 0 points.

The quizzes are designed to be straightforward and quick (5min) if you have already watched the videos and done the readings for the class in question. The average quiz score last year was 1.98 points out of 2. If you find you are struggling on the quizzes despite having prepared for class, please check in with Prof. F-G or a TA so we can help you figure out how to master them.

Midterm Assessments. We will have two midterms, which will each include a mix of short-answer and multiple-choice questions. We will post some sample questions and a review sheet on Canvas before each exam. Midterms are designed to be completed in 60 minutes, though you will have the full 75-minute class period to complete them.

The higher of your two midterm scores will count toward your final grade; **the lower score will be dropped**. That means that you may skip one of the midterms, though I strongly recommend that you plan to take both, since testing yourself on course material helps to build long-term learning, and is one of the best ways to begin studying for the final. Midterms will be held in class on the following dates:

Midterm 1: Thursday, February 27

Midterm 2: Thursday, April 10

There are **no make-up midterms** offered in this course. If you need to miss a midterm for any reason (excused or unexcused), that will be the score that is dropped. You are still encouraged to look over a skipped midterm as preparation for the next exam(s)—you may do this in any of our office hours as long as you let us know ahead of time so we can have a blank exam on hand.

If you know that you will have a conflict with both midterm dates, you should not take this class. If you are a student athlete and anticipate that you might be traveling during one or both of these dates, please come talk to me *before the end of the second week of class* to see if it will be feasible for you to take your midterms on the road.

Because your lower midterm score is dropped, and because some exam questions will be closely related to material that was asked on problem sets (and answered in the answer keys), the midterms for this course are geared to be slightly more challenging than those in some other PSYC courses. Questions will focus more on applying, connecting, and analyzing course concepts, rather than defining them. If you don't do as well on the first exam as you would have liked, don't despair—that score will go away entirely if you do better on the second midterm.

Plus, research in cognitive psychology has shown that we learn most effectively by making mistakes and then correcting ourselves. The problem sets are your first opportunity to make instructive mistakes with no penalty, but your midterms are part of the learning process as well. So making sure that you understand *why* you missed the points you did on the midterms (and also what you did well on the questions you did earn points for) will be your first step toward doing even better on the final exam.

Final Exam. The final will cover the material from the whole course, with more emphasis on topics from after Midterm 2. It will have the same structure as the midterms, but slightly longer: it will be designed to be completed in about 90 minutes, though you'll have the full 170-minute exam period to complete it.

Projected Final Exam Date: In-person, Thursday, May 15, 4:10-7pm

If you have a conflict with this final exam date, you should speak to the instructor before enrolling in this class. Although the Registrar could shift exams from the originally projected date, it is overwhelmingly likely that our final will take place on this date. Columbia University only allows final exams to be taken outside of the scheduled slot in extreme circumstances such as a medical or family emergency. Columbia's exam policy is that "Examinations are not rescheduled to accommodate travel plans." The policy of this course is that early exams are not offered for any reason.

Course Policies

Lecture attendance. Active participation during lectures is a fundamental element of this course. Lectures will cover some topics not included in your readings, and we will stop frequently for class discussions, questions, group exercises, and other activities. If you miss a class, make sure you go over the lecture slides and recording, and come to our office hours to ask questions about any topics you think you may need help catching up on.

See **Class Participation**, above, for details on how participation is counted, and for info on an alternative that you may opt for if you do not anticipate benefitting from in-person attendance.

Lecture slides & recordings. I will post slides and an audio recording after each class, so **you never need to copy down anything that's written on the slides, or take notes on everything that is said.** The slides are numbered to help you align your class notes to the lectures, and the process of connecting your own notes/memories of a lecture with the slides after class is a useful step for studying.

Please **do not take photos during class**—it is distracting to the instructor, to students around you, and to your own learning. I realize that this policy conflicts with many students' intuitions about how they take the best notes! But none of us can multitask as thoroughly as we think we can; if you are focused on incorporating photos, you will miss parts of the lecture, and learn less than you would by taking no notes/photos at all.

Late assignments. Problem sets will lose one point for every half-day past their due date unless an extension was approved prior to the due date. This means that problem sets turned in more than five days after the due date receive no credit, though I encourage you to still submit them, since (a) completing the problem sets is the first step to effective studying for exams, and (b) even if they received no credit, they can still be used at the end of the semester to determine whether you qualify for a grade bump (see below).

Late decision analysis papers will lose 5 points per day past the due date, out of 80 points total.

Extra Credit. There are **no extra credit opportunities** in this class, but **students who end up on the borderline between grades may be bumped up to the next higher grade based on the quality of their problem set work.** At the end of the semester when I calculate grades, I will look back at the problem sets of every student who is very close to the next-higher grade range. Students who are in this position and whose problem sets show a higher average score than their course grade will be bumped up to the next-higher grade. I grade the problem sets blind to the student's point total.

For example: a student with 895 points would fall into the B+ range, but is very close to the A- cutoff of 900 points. If his problem sets, when graded, average 90% or higher, his grade will be bumped up to an A-. If his problem sets average lower than 90%, his grade of B+ will stand. This process cannot lower a letter grade below the original course points total, even if the problem-set average is lower.

This process requires that each student's problem-set submissions represent their own original thoughts and ideas. During this grade-bump review process, **if any of the work in any problem set appears to have been written by gen-AI or a large language model—or plagiarized in any way—then the student in question will be ineligible for a grade bump**, no matter the quality of the rest of their work.

Class Conduct. **Our class is a phone-free zone: please turn your cell phone ringer off during class, and keep it safely stowed in your pocket or bag.** Laptops and tablets are fine for taking notes... though if you can take your notes by hand, memory research predicts lots of benefits to your learning. Using any device for purposes other than taking notes is disruptive to those around you. If you

anticipate using your laptop for non-course-related activities, please sit in the back of the classroom to avoid distracting your classmates.

Academic Integrity

Academic honesty includes presenting only your own work in exams and assignments, and correctly attributing others' ideas where appropriate. Taking credit for work that is not your own is a serious violation within the academic community, and anyone found to be cheating or plagiarizing in this class will be reported to the university and will receive a 0 on the assignment in question. Academic dishonesty includes getting help from others during exams, copying wording or ideas from another source (another student; a generative AI; a previous year's answer key; etc.) on your problem sets, and using someone else's iClicker. Detailed definitions and examples of academic dishonesty (and a rundown of the consequences) are available in Columbia's Guide to Academic Integrity (<http://www.college.columbia.edu/academics/integrity>).

Course Policy on AI. Generative AI tools like ChatGPT, Copilot, Bard, etc. can do a lot of heavy lifting in academic contexts. Such tools aren't inherently good or bad—it's all up to how you use them. To understand our course policy, imagine AI as something like an e-bike: the electric motor removes most of the effort that would have been required by the cyclist in order to get them to their destination. If the goal is to get somewhere with the least exertion (and sweat) possible, then the e-bike is a godsend. But if part of the goal in cycling was for the rider to get some exercise and build physical strength or endurance, then the e-bike works against those purposes.

The exams for this course are designed to assess your knowledge and understanding of our course concepts. The work you put into completing your problem sets and quizzes on your own is designed to help train you for these exams, and to help you identify which topics you might need more help with. So if you're letting AI do this work for you, the exams are likely to (correctly) identify that you don't have a strong personal grasp of the material. **Translation: if you don't complete the problem sets and quizzes using your own personal brain, you will likely be very unhappy with your exam scores.**

However: to the extent that gen-AI can help you understand material, it can be useful—e.g., asking it to explain some of our concepts in different words than your textbook and the lectures used; or having it quiz you on concepts you find tricky. You are welcome to use AI to augment your learning in the course! But be careful: **it frequently gets our course concepts slightly-to-fairly wrong**, and it does not always use specific terms in the same way that we use them in our class. And although it's fine at answering problem-set questions, it's not *great* at it, so if you're relying on AI for the written work for this course, you're not going to be eligible for an end-of-semester grade bump, and you're not going to score very high on your Decision Analysis.

I hope you're all here because you're interested in the course topics and enthusiastic to learn as much as you can. But I know that in real life, stuff happens that gets in the way of schoolwork. I always prefer to deal with any issues before they get so bad that they become overwhelming, or so bad that a student feels that depending on someone else's work is his or her best (or only) option. So please do come to me if you're feeling stressed out about the class workload or if there's a concept you're just not getting based on how the readings and lectures explained it. If you have an issue that you'd rather not talk about with me, you may speak with your academic advisor or dean; with a Psychology Program Advisor (DUS); or with the counselors at Columbia's CPS (<http://health.columbia.edu/services/cps>).

Diversity & Inclusion

Every learning environment should accommodate the wide range of opinions, backgrounds, and identities that students bring into the room. And as psychologists, we know of many specific and important ways in which groups benefit from diversity of all kinds—nationality, sex/gender, sexuality, race, class, religion, ability, and many others (we'll see some of the research that backs up this claim in this course). To help me make the course as inclusive as possible, please let me know if any of the following is true:

- You have a name and/or set of pronouns that differ from those that appear in SSOL or on Canvas;
- Something that was said in class made you feel uncomfortable or unwelcome;
- Your ability to take part in our class is being affected by events or experiences outside of our class. I may or may not be able to help you directly, but either way I can help you connect with resources and support on or off campus.

Like most humans, I am still in the process of learning about diverse perspectives and identities. I'm very open to feedback; this is one (of many) topics about which you can teach me as much as, if not more than, I can teach you.

Academic Accommodations

In order to receive disability-related academic accommodations for this course, students must first be registered with their school Disability Services (DS) office. Detailed information is available online for both the [Columbia](#) and [Barnard](#) registration processes. The process can take several weeks—don't wait until just before the first exam. Refer to the appropriate website for information regarding deadlines, documentation requirements, and [drop-in hours](#) (Columbia) / [intake session](#) (Barnard).

For this course, Columbia students are **not** required to have testing forms or accommodation letters signed by faculty. The Instructor section of the form has already been completed and does not need to be signed by the professor. Instead, students should complete the Student section of the form and submit it to DS. Master forms are available in the Disability Services office or online:

<https://health.columbia.edu/services/testing-accommodations>.

Wellness

All of us at some point experience challenges to our mental health and well-being. This is true at any time, and even more so over the past couple of years. I urge you to take care of yourselves—and of each other. Please prioritize your mental health and wellbeing and know that there are many resources available to you both within our classroom community and throughout the university:

<https://health.columbia.edu/content/counseling-and-psychological-services>

<http://blogs.cuit.columbia.edu/nightline/>

<https://universitylife.columbia.edu/student-resources-directory#health>

Please reach out for help if you need it, and **let me or a TA know if something is getting in the way of your ability to engage with this course**. And if you see others who are struggling, please point them toward these or other sources of help, or encourage them to talk to me or one of the other Directors of Undergraduate Studies in the Psychology Department.

Readings & Videos

The chapters in our textbook are short: typically around 15-20 pages long. Part of their purpose is to give you some exposure to our topics before we cover them in class, so that it's easier for you to keep up with the pace of lectures and contribute to in-class discussions. But **there is also content in the readings that won't be covered directly in class that is important to your understanding of course concepts**. To that end, there will be portions of the readings that we won't discuss directly, but which will be tested on.

Many lectures will be accompanied by one or more short video mini-lectures (typically 3-10 minutes long) that are designed to be watched *before* the class in question. These videos are required preparation on par with the course reading assignments, and you will be tested on their content.

The readings listed here are tentative—please **keep an eye on Canvas for the most up to date reading lists**, including a detailed breakdown of which readings and short video lectures will be assigned as preparation for each class meeting. **The reading assignments and assigned pre-class videos for each class meeting will be posted in the Modules section of our Canvas site.**

Textbook

There is one required textbook for this class:

- ❖ Kim, Nancy. (2018) *Judgment and Decision Making: In the lab and in the world*. Palgrave. 1st ed. ISBN-13: 978-1137269553

If buying a copy is not in your budget, there are several alternate ways to get access:

- We'll make the chapters for the first couple of lectures available on Canvas, for those of you who would like to shop the course before committing to buying the book.
- There are several physical copies available through Columbia Library's Reserves.
- The CU Library can scan a limited amount of the book (1 chapter) for each student who submits a request.
- The CU Library often has a license for the e-book version of our text. It will only allow access to one person at a time, so if you plan to rely on this method of accessing the book, leave plenty of time in case you have to wait until another student has finished. If you use the e-book, please make sure to close out of the system as soon as you're done, so that others can have access.

You can use this link to for pick-up or scanning requests: <https://clio.columbia.edu/catalog/14449853>. If none of these access options is working for you, please contact our TA email address for help.

Other Required Reading

We will read some empirical papers to get a better idea of how researchers have discovered and tested some of the phenomena and theories we'll be learning about. We'll also occasionally read chapters from other textbooks. These papers and additional chapters will be provided on Canvas as PDFs.

Supplemental Reading

Supplemental readings are 100% optional. Some are empirical papers, but most come from an older book that is a great resource for basic explanations of our course topics. If you're having trouble with the way our main text discusses a topic, I recommend seeing how Plous explains it, and then going back to our textbook for a more up-to-date perspective on it. These chapters are posted on Canvas.

- ❖ Plous, S. (1993). *The Psychology of Judgment and Decision Making*. New York: McGraw-Hill. ISBN: 0070504776

Tentative List of Topics & Readings

All chapters are from Kim (our required text), unless otherwise specified. The order of topics and some readings may change. Please consult Canvas to find the final reading assignments, links to non-textbook readings, and the short video lectures that will be assigned as preparation for each class.

Lec	Date	Topics	Tentative reading assignments <i>(optional readings in italics)</i>	Due
1	1/21	Introduction to the Course	Chapters 1, 4, & 12 <i>(Plous, Chapters 1-4)</i>	
2	1/23	Decision Making in Context		Base. Survey
3	1/28	Normative theories of judgment & choice I	Baguely Box 11.3 (p388) Silver Ch. 8 <i>(Plous, Ch. 12)</i>	
4	1/30	Normative theories of judgment & choice II	Chapter 8 <i>(Hastie/Dawes Ch. 11)</i> <i>(Plous, Ch. 7 & 8)</i>	
5	2/4	Descriptive theories of judgment I	Hastie/Dawes Ch. 7 Chapter 11	PS1
6	2/6	Descriptive theories of judgment II	Chapter 2 <i>(Plous, Ch. 10, 11, 15)</i>	
7	2/11	Descriptive theories of judgment III	Chapter 3 <i>(Plous, Ch. 13, 19)</i>	PS2
8	2/13	Descriptive theories of choice I	Chapter 9 Kahneman et al., 1991 <i>(Plous, Ch. 9)</i>	
9	2/18	Descriptive theories of choice II	Chapter 7 <i>(Plous, Ch. 5 & 6)</i>	PS3
10	2/20	Decisions under uncertainty	Hardman, Ch. 7 (pp. 65-72) - good review for Midterm 1 Hertwig & Erev, 2009	
11	2/25	Perception of risk	Chapter 5 Slovic, et al., 2004	PS4
	2/27	Midterm 1 (covering topics from Lectures 1-9)		

Lec	Date	Topics	Tentative reading assignments <i>(optional readings in italics)</i>	Due
12	3/4	Time & distance I	Chapter 6 (pp. 112-116) Baron, Ch. 19 (pp. 471-496)	PS5
13	3/6	Process models	Johnson, et al., 2007	
14	3/11	Time & distance II / Intro to decision modes	Trope & Liberman, 2010 "Ways of Arriving at a Decision"	PS6
15	3/13	Decision modes	"Ways of Arriving at a Decision"	
SPRING BREAK				
16	3/25	The effects of affect I	Chapter 6 (pp. 110-112) Hastie/Dawes, Ch 13.2 (pp. 304-10) Wilson & Gilbert, 2005	
17	3/27	The effects of affect II	Lerner et al., 2004	DA Paper
18	4/1	Individual differences I	Chapter 6 (pp. 103-110)	PS7
19	4/3	Individual differences II	Heine, Chapter 9, pp. 349-367 Mullainathan & Shafir, Ch. 5	
20	4/8	Cognitive neuroscience of decision making	Cassidy, 2006 Hastie/Dawes, Chapter 13.1	
	4/10	Midterm 2 (covering topics from Lectures 10-19)		PS8
21	4/15	Behavioral Game Theory I	Chapter 14	-
22	4/17	Behavioral Game Theory II	Baron, Ch. 18	
23	4/22	Decisions by groups	Plous, Ch. 17 & 18 <i>(Rose, 2011)</i>	PS9
24	4/24	Group decisions & minority influence	<i>choose either:</i> Thomas-Hunt & Phillips, 2004 <i>or</i> Sommers, 2006	
25	4/29	Decision architecture I	Thaler & Sunstein, 2009 Johnson et al., 2012	PS10
26	5/1	Decision architecture II	<i>(Plus optional readings - see Canvas for links)</i>	
	5/6			PS11
	5/15	Final Exam (cumulative, with emphasis on Lectures 20-26)		