

## **Psychology 399**

### **Judgement and Decision-Making, W19**

#### **Basics**

Classroom: Stirling Room C

Hours: Monday 8:30 AM – 10 AM; Thursday 10 AM to 11:30 AM

**Instructor:** David Hauser

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Office hours: Mondays 1 PM – 2 PM

#### **Required Texts:**

*Predictably Irrational* by Dan Ariely

*Thinking, Fast and Slow* by Daniel Kahneman

#### **Course Overview:**

This course is focused upon classic and current issues judgment and decision-making. We will draw upon and compare perspectives from cognitive and social psychology as well as behavioral economics. Many of the topics should help students improve the quality of their own decisions. Assignments will apply topics in the course to students' everyday lives, helping students be aware of and avoid common inferential errors and systematic biases in their own decision making as well as improve their ability to predict and influence the behavior of others.

#### **Intended Student Learning Outcomes:**

Upon completion of this course, a successful student should be able to:

1. Understand and evaluate major constructs in judgment and decision making, such as rationality, prospect theory, overconfidence, and incidental influences
2. Evaluate how these constructs intersect
3. Apply these constructs to their daily lives to become more wise decision-makers
4. Interpret new research findings in this field

#### **Grading Scheme & Grading Method:**

- Homework 1 – 10% (learning outcome 3)
- Homework 2 – 10% (learning outcome 4)
- Midterm – 30% or 50% (learning outcomes 1 and 2)
- Final – 50% or 30% (learning outcomes 1 and 2)

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

## Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

### **Assignment details:**

#### ***Midterm and final exams***

There will be two exams. These exams will be a mixture of multiple choice, short answer, and essay questions. The midterm will include material covered in the first half of the term while the final will concentrate on material covered in the second half. The emphasis of exam questions will be on material covered in lecture but some questions will be drawn exclusively from the readings or in-class videos. The exams will be weighted such that your best exam mark will count for 50% of the total course mark and your lowest exam mark will count for 30% of the total course mark. It is expected that students will write both exams.

#### ***Location and Timing of Exams***

The midterm will occur February 14<sup>th</sup>.

As noted in Academic Regulation 8.2.1, “the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office.” The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar’s webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term it is posted the Friday before Reading Week, and for the Summer Term, the window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans, or flight reservations.

tl;dr – expect the final exam to happen sometime between April 11<sup>th</sup> and April 27<sup>th</sup>. We’ll have a firm date around February 15<sup>th</sup> (the day after Valentine’s Day, how romantic).

#### ***Homework***

There will be two homework assignments for this course, each worth 10% of the course mark. Both assignments will stress application of principles covered in lecture and the readings to understanding judgment and decision-making in student's everyday lives. Homework assignments will be posted in onQ at least 3 weeks prior to their due date and will be submitted via onQ.

### **Accommodations:**

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

### **Academic Consideration for Students in Extenuating Circumstances:**

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (<https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where they submit a request at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools should refer to the protocol for their home Faculty.

### **Academic Integrity:**

Queen's students, faculty, administrators, and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honest, trust, fairness, respect, and responsibility (see [www.academicintegrity.org](http://www.academicintegrity.org)) and by the quality of courage. These values and qualities are central to the building, nurturing, and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at Integrity@Queen's University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery, and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

### **Copyright of Course Materials:**

The material presented in class is designed for use as part of the course on Judgment and Decision Making at Queen's University and is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as the book chapters and articles found on onQ) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g., uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here: <http://library.queensu.ca/copyright>.

**Computers and electronics in class:**

I recognize the benefit of being able to take notes and annotate papers using your laptop. Therefore, I won't expressly prohibit using these tools. However, one of the benefits of this class is being able to interact with your peers and engage in fruitful discussion on the topic, which laptops often inhibit. Also, research demonstrates that cognitive performance suffers dramatically with multi-tasking (but that the multitasker isn't usually aware of the detrimental effect). **Texting, gchatting, tweeting, instagramming, youtubing, fortniting, and the like are obviously not appropriate behavior during class.**

**Changes to the syllabus:**

In extreme circumstances, the syllabus and/or course schedule may be modified at my discretion. I will announce all changes via onQ.

**Late policy:**

One point (which translates to 10 percentage points) per day will be subtracted from late homework assignments.

**Course Schedule:**

<b>Dates</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>
Jan 7 Jan 10	Introduction to JDM	A intro K intro, K1	
Jan 14 Jan 17	System 1 and system 2	K1 – K5	
Jan 21 Jan 24	Norms, confirmation bias, and quick judgments	K6 – K8	
Jan 28 Jan 31	Heuristics pt 1	K9 – K11 A2	HW 1 due Jan 31
Feb 4 Feb 7 (no class) Feb 11	Heuristics pt 2	K12 – K17	
<b>Feb 14</b>	<b>Midterm exam</b>		
Feb 18 (Family Day) Feb 21 (Reading Week)			
Feb 25 Feb 28	Illusions of validity	K19 – K24	
March 4 March 7	Prospect theory & its implications	K25 – K29 A7	
March 11 March 14	Misperceptions of importance	K30 – K34 A1, A3	
March 18 March 21	Experiencing vs remembering	K35 – K36	
March 25 March 28	Do we know what makes us happy?	K37 – K38 A6	HW2 due March 28
April 1 April 4	Hot vs cold decision-making	A5, A9	