

**Psychology 343**  
**Judgement and Decision-Making, Fall 2020**  
**REMOTE ASYNCRONOUS VERSION**

**Instructor: David Hauser** (he/him)  
**Email:** [david.hauser@queensu.ca](mailto:david.hauser@queensu.ca)

**Virtual office hours:** Wed 3 pm – 5 pm EST (but note that other times are available upon request)

**Virtual office hours link:** [here](#) (be aware that clicking this will basically drop you straight in the meeting)

**Teaching assistants:**  
**Jillian Debly** (she/her)  
**Email:** [jpd3@queensu.ca](mailto:jpd3@queensu.ca)

**Eun Ju Son** (she/her)  
**Email:** [17ejs8@queensu.ca](mailto:17ejs8@queensu.ca)

**Required Texts:**

- *Predictably Irrational* by Dan Ariely (Revised and Expanded Edition, First Harper Perennial Edition published 2010)
- *Thinking, Fast and Slow* by Daniel Kahneman (Anchor Canada Edition, published 2013)

(Sorry, I do not know whether old versions of the textbook are OK. I am using the versions described above. If you wish to use an older version of these books, you are responsible for any discrepancies in content).

**Course Overview:**

This course is focused upon classic and current issues judgment and decision-making (JDM). 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.

The course is structured like a pseudo- in-person course. Each week focuses upon one theme in JDM. Content is presented in the form of readings from the class textbook, lectures, and participation assignments. All content is available onQ in the content tab.

**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 (exams & final)
2. Evaluate how these constructs intersect (exams & final)
3. Apply these constructs to their daily lives to become more wise decision-makers (paper 2)
4. Interpret new research findings in this field (paper 1)

**Grading Scheme & Grading Method:**

- Participation assignments – 10%
- Paper 1 – 20%
- Paper 2 – 20%
- Exam 1 – 0% or 20% or 30%
- Exam 2 – 0% or 20% or 30%
- Final – 0% or 20% or 30%

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                     |

Please note that there will be no “rounding up” of final grades (as in, a final percentage of 79.6 will receive a B+ and not an A-). The logic is as follows: to treat all students equally, whatever points I add to one student’s grade I must also add to all students’ grades. So, if I bump up a 79.6 to an A-, I effectively add .4 to that student’s grade, which I must then add to all students’ grades. After that, someone else will be on the cusp, and bumping them will put someone else on the cusp, etc, etc. Rinse and repeat and everyone has A+s. For these reasons, final grades receive no rounding up.

**Assignment details:*****Participation assignments – 10%***

Each week, there will be mini assignments on onQ to accompany the readings and lecture videos. These are usually just some sort of demonstration of something covered in lecture, such as making a decision and writing a paragraph about how you reached it or taking a cognitive aptitude test. These assignments have no right or wrong answers, they are purely scored by whether you did them or not. If you did them, you get the point. If you didn’t complete them all,

you get 0 points. There are 10 weeks of material and participation assignments. Each week's assignments are worth 1 percentage point, for a max of 10 percentage points.

### ***Papers***

There will be two paper assignments for this course, each worth 20% 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.

**NOTE:** If you wish to request a regrade of a paper assignment, please provide a compelling reason (or reasons) why you think your mark should be changed. As examples, "I lost points for this statement, but this study (citation) suggests it is correct" is a compelling reason while "I think my paper deserves a better grade than it got" is not a compelling reason.

### ***Exams***

There will be three exams total (Exam 1, Exam 2, and the Final). These exams will be open-book, open-notes written exams consisting of short answer and essay questions. Exam 1 will include material covered in the first half of the term. Exam 2 will include material covered in the second half. And the Final can include material from any time.

Here's how they will work. On Exam day, the exam will be available for a 24 hour window in onQ. However, it is timed. Once you open it, you will have only 2 hours to complete it. **So make sure you only open it when you have two hours free and are ready to take it.** Do not share your responses with your classmates. Turnitin will be enabled.

Here's how they will be weighted. The exam you do best on is worth 30% of your final grade. The exam you do second best on is worth 20% of your final grade. And the exam you do worst on is worth 0% of your final grade. This means that if you are satisfied with your course grade after completing Exam 1 and Exam 2, you can skip the Final. It is not required that you take all three exams.

Students requesting permission to write a deferred exam will be expected to write a deferred exam as soon as they are able. Note that deferred exams may contain different questions than the originally administered exam.

### ***Timing of Exams***

See the course schedule (at the end of the syllabus) for dates of the Exam days.

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.

## **Diversity and Inclusion**

In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices. In this class, we will make an effort to read papers from a diverse group of scientists, but limits still exist on this diversity. I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. I would like to discuss issues of diversity in JDM as part of the course from time to time. Please contact me (in person or electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials.

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that you prefer, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please do not hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary, to address your concerns).

I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option.)

As a participant in course discussions, you should also strive to honour the diversity of your classmates.

## **Accommodations for Disabilities:**

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/>

In order to help myself and the TAs accommodate students, if you have a QSAS accommodation letter and you wish to use your accommodations for exams or assignments, please upload your valid QSAS letter to the onQ assignment named "Accommodations documents". This gives me and the TAs a central database of accommodations to work from - otherwise we are all tracking them separately and mixups can (and often do) occur.

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

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy

on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclw/ww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

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 a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor/Coordinator Name: David Hauser

Instructor/Coordinator email address: david.hauser@queensu.ca

### **Academic Integrity:**

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values 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 (see the Senate Report on Principles and Priorities

<http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Relevant to academic integrity is plagiarism, intended or not. Regardless of how and where you retrieve information, the principles of academic integrity apply with regard to plagiarism. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- [http://writing.wisc.edu/Handbook/QPA\\_paraphrase.html](http://writing.wisc.edu/Handbook/QPA_paraphrase.html)

**Turnitin:**

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments to through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read [Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service](#), which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see [Turnitin's Privacy Policy](#).

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

**Qualtrics:**

This course may make use of Qualtrics for exam timing purposes. Be aware that by logging into the site, you will be leaving onQ, and accessing Qualtrics surveys. Your independent use of that site, beyond what is required for the course (for example, purchasing the company's products), is subject to Qualtrics terms of use and privacy policy. You are encouraged to review these documents using the following link: <https://www.qualtrics.com/terms-of-service/>

**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>.

**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:**

Ten percentage points per day will be subtracted from late paper assignments. Ten percentage

points per hour will be subtracted from late exams.

**Course Schedule:**

| <b>Week opens</b> | <b>Topics</b>   | <b>Readings*</b>              | <b>Participation assignments</b>                                 | <b>Assessments due</b> |
|-------------------|---|-------------------------------|--|------------------------|
| Sept 7            | Introduction to JDM   | A** intro<br>K** intro,<br>K1 | Airplane decision  |                        |
| Sept 14           | System 1 and system 2   | K1 – K5****                   | Math test, product choice  |                        |
| Sept 21           | Norms, confirmation bias, and quick judgments   | K6 – K8                       | Memory test, card test   |                        |
| Sept 28           | Heuristics pt 1   | K9 – K11<br>A2                | Which test helps you more and why?                               | Paper 1 due Oct 2      |
| Oct 5             | Heuristics pt 2   | K12 – K17                     | How to get a better grade; How to commit the conjunction fallacy |                        |
| Oct 12            | <b>Exam 1 – Oct 14</b>  |                               |  | Exam 1                 |
| Oct 19            | Illusions of validity   | K19 – K24                     | Draw a bike, pick a door   |                        |
| Oct 26            | Fall break, no content, happy Halloween!  |                               |  |                        |
| Nov 2             | Prospect theory & its implications  | K25 – K29<br>A8               | Computing expected values  |                        |
| Nov 9             | Misperceptions of importance  | K30 – K34<br>A1, A3           | Draw a marble, pick a dictionary                                 |                        |
| Nov 16            | Experiencing happiness vs remembering happiness: do we know what makes us happy?          | K35 – K38                     | Pick a gift basket, list what makes you happy                    | Paper 2 due Nov 20     |
| Nov 23            | Needing to be in the moment: Affective forecasting errors and hot vs cold decision-making | K38<br>A6, A7, A10            | Write an example empathy gap                                     |                        |
| Nov 30            | <b>Exam 2 – Dec 2</b>   |                               |  | Exam 2                 |

\* just in case your book has different chapter numbers than mine, the chapter names that correspond with the numbers are listed on the next page

\*\* A = Ariely (Predictably Irrational) and K = Kahneman (Thinking Fast and Slow), numbers indicate chapter numbers

\*\*\* the – indicates “through”. So K1 – K5 means read chapters K1, K2, K3, K4, and K5\*\*\*\*

\*\*\*\* footnotes can be fun

## Readings chapter names:

### Thinking, Fast and Slow by Daniel Kahneman

1. The characters of the story
2. Attention and effort
3. The lazy controller
4. The associative machine
5. Cognitive ease
6. Norms, surprises, and causes
7. A machine for jumping to conclusions
8. How judgments happen
9. Answering an easier question.
10. The law of small numbers
11. Anchors
12. The science of availability
13. Availability, emotion, and risk
14. Tom W's specialty
15. Linda : less is more
16. Causes trump statistics
17. Regression to the mean
18. Taming intuitive predictions.
19. The illusion of understanding
20. The illusion of validity
21. Intuitions vs. formulas
22. Expert intuition : when can we trust it?
23. The outside view
24. The engine of capitalism.
25. Bernoulli's errors
26. Prospect theory
27. The endowment effect
28. Bad events
29. The fourfold pattern
30. Rare events
31. Risk policies
32. Keeping score
33. Reversals
34. Frames and reality.
35. Two selves
36. Life as a story
37. Experienced well-being
38. Thinking about life.

### Predictably Irrational by Dan Ariely

1. The truth about relativity
2. The fallacy of supply and demand
3. The cost of zero cost
4. The cost of social norms
5. The power of a free cookie
6. The influence of arousal



7. The problem of procrastination and self control
8. The high price of ownership
9. Keeping doors open
10. The effect of expectations
11. The power of price
12. The cycle of distrust
13. The context of our character pt 1
14. The context of our character pt 2
15. Beer and free lunches