

**PUBPOL 495: Behavioral Economics and Public Policy
Analysis at the Intersection of Psychology and Economics**

Class meetings: Mondays and Wednesdays 1-2:20 pm in Weill 1220
Instructor's office: Weill 3238
Office hours: Thurs 10-11:30, or by appointment
Email: smaccini@umich.edu

Course Description

Economics has traditionally focused on the complicated nature of economic institutions, typically assuming people think and behave in unrealistically simple ways. Psychologists have expanded our understanding of the complex human psyche for over a century. Over the last few decades, “behavioral economists” (and behavioral scientists more generally) have drawn on the insights of psychology to help explain when and why predictions from economic theory do not hold true in real world contexts. Throughout this course, we will establish a framework for applying this nuanced interdisciplinary approach to public policies. We will review related economic concepts—big picture—as needed throughout the course in addition to exploring in depth research from psychology including lab experiments and neuroscience.

In the introductory section of the course, we will survey the historical origins of behavioral economics. We will then turn to political questions this type of policy analysis inevitably brings—when (if ever) is it appropriate for governments to design policy with the goal of correcting for psychological biases of its citizens?

The bulk of the rest of the course surveys behavioral science concepts relevant for policy. We will start with a few key “heuristics”—shortcuts our minds use (which are sometimes misleading) to respond to an overwhelming world. Next, we will explore why it is so difficult for humans to incorporate uncertainty into everyday decisions in sensible ways. How do humans tend to react to probabilistic information about risk—do we overreact, underreact, or a little of both? We will then spend several weeks exploring why people often respond to temptation in ways that are less than “rational.” Why do we so often plan to work hard tomorrow, but then choose to play when tomorrow comes? The next section of the course considers how people interact with one another. Here, we will consider what psychological factors drive altruism as well as attitudes towards fairness and inequality. Returning to the theme of human biases, we will highlight how difficult it is to ignore objectively irrelevant factors like how questions are framed. And finally, we will consider why our brains are quick to stereotype others.

Throughout the course, we will apply behavioral science to a range of specific policies related to health, work, financial inclusion and stability, development, communal goods, and social insurance. For example, in the section on limited self-control, we will ask why it is so hard to save for a rainy day (or for a drought) even if we have a few dollars to spare that month? Also, why might a smoker appreciate higher cigarette taxes they can't afford? In terms of social norms underlying public policy, why do some people donate more than their fair share of time or money to social causes, while others “free ride”? In the section on risk perceptions, we will ask whether government policies on risk mitigation should be driven by citizen's risk perceptions or by expert opinion based on statistics.

Towards the end of the semester, the class will discuss a few extensive policy applications—simultaneously applying a range of behavioral science concepts. Why do insured people sometimes respond to deductibles in ways that are not in their own best interest? What motivates people in any job? And what does behavioral science have to say about financial decision-making? Finally, in the last three classes, students will present their final projects.

Semester grades

Class participation	15%
Paper 1 (op ed)	15%
Paper 2 (analytical essay)	15%
Paper 3 (research brief)	15%
Final project:	
Topic proposal	Pass/Fail-and-revise
Backgrounder	17.5%
Policy Memo	17.5%
Presentation	5%

Course requirements

Attendance and participation

I think about class participation broadly. For full credit, I expect you to be attentive, thoughtful and respectful during class discussions, small group time and written exercises. I understand that some people are more hesitant than others to speak up in class settings, and I welcome engagement in course material in office hours as well. I will regularly ask you to respond in writing to course readings at the beginning of class, and these will be handed in occasionally as a means of checking student preparation for class (for the purposes of computing the class participation grade). If you are absent for illness or other urgent circumstance, you should email me asap.

Note on high tech gadgets:

Laptops, ipads, and other high tech gadgets should only be used during class *for educational purposes*. On line extracurricular activities during class are distracting to me and other students. I view surfing, texting, snapchatting, instagraming and other non-class related activities as evidence of subpar class participation. I reserve the right to limit high tech gadgets more strictly if necessary. As a social scientist, I love evidence, and there is solid evidence that our brains (all of our brains and not just those born before computers) *learn more quickly and deeply when we take handwritten notes* with pens on paper rather than typing them up.

Writing assignments

This is a writing intensive course, and students will practice writing through a series of paper assignments. You are required to revise one of the first three papers based on my feedback and any feedback from classmates (depending on the assignment). If the revised draft reflects substantial improvement in response to feedback on the content, structure and style of the writing, your grade for the paper will increase. Late papers will be docked one letter grade increment per 24 hour period (e.g. A to A-) unless you discuss an extension with me in advance (or of course, if there is a last minute emergency). I am available to answer questions about any assignment in office hours or by appointment, but I will not read the complete draft until the draft is handed in. See the separate assignments document for all the details on each writing assignment (handed out on the first day and posted on Canvas).

Paper 1: Op-ed due 10/3 taking a stance on whether behavioral nudges should be expanded in a policy area of your choice (maximum length 750 words)

Paper 2: Analytical essay due 10/22 analyzing the setting of risk policy based on expert versus public opinion (maximum length 1000 words)

Paper 3: Research brief due 11/5 reporting on the results of a professional study that applies course concepts (maximum length 750 words)

Final Project: a series of staged assignments on a behavioral economics topic of your choice

- Proposal due 10/29 briefly proposing your topic (maximum length 150 words)
- Backgrounder due 11/21 concisely summarizing the economics and psychology on your topic (maximum length 1000 words)
- Policy memo due 12/18 recommending a strategy rooted in behavioral economics to address a policy problem (maximum length 800 words)
- Presentation in class 12/3, 12/5 or 12/10 sharing with classmates your takeaways from your project

Contacting me

I am available for questions and comments in person during office hours or by appointment. I encourage you to meet with me in person as I enjoy getting to know students. I typically respond to emails within 24 hours, though not necessarily over the weekend. For logistical questions about the course, make sure to check Canvas.

Inclusivity Statement

Members of the Ford School community represent a rich variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value one another's opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in Ford classes and across the UM community

Class rosters are provided to the instructor with the student's legal name. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun.

Accommodations for Students with Disabilities

If you need an accommodation for a disability, please let me know within the first two weeks of classes (or at your earliest convenience for disabilities identified during the semester). As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities to help us determine appropriate accommodations. Often some aspects of the course can be modified to facilitate your participation and progress. I will treat any information you provide as private and confidential.

Student Mental Health and Wellbeing

The University of Michigan is committed to advancing the mental health and wellbeing of its students. We acknowledge that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impacts students' academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) and/or University Health Service (UHS). For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>.

Required materials

The following books are required:

- Daniel Kahneman (2011). *Thinking, Fast and Slow*
- Richard Thaler (2016). *Misbehaving: The Making of Behavioral Economics*

All other readings and videos will be posted or linked on the course website.

Course Outline

The following schedule and readings may change a bit during the semester, but the due dates for all assignments are set. The syllabus on the Canvas site will always be up to date. All required readings and videos will be posted on the course site.

PART 1: INTRODUCTION

WED SEPT 5 Course introduction

What is behavioral economics (BE) and behavioral science more generally? Why should policy analysts and policy makers care about the intersection of psychology and economics?

MON SEPT 10 History of Behavioral Economics

What does Adam Smith's 1759 Theory of Moral Sentiments have to do with the 2017 Nobel Prizes in Economic Science?

***Readings:**

- Alix Spiegel (2009). "Using Psychology To Save You From Yourself." All Things Considered podcast, NPR, June 8
- Dan Ariely (2009). Introduction in *Predictably Irrational: The Hidden Forces That Shape Our Decisions*
- Richard Thaler (2017). Chapter 1 "Supposedly Irrelevant Factors" and Chapter 3 "The List" in *Misbehaving: The Making of Behavioral Economics*
- Alan Krueger (2001). "The Many faces of Adam Smith: Rediscovering 'The Wealth of Nations.'" *New York Times*, Aug 16
- Nava Ashraf, Colin F. Camerer and George Loewenstein (2005). "Adam Smith, Behavioral Economist." *Journal of Economic Perspectives*, 19 (3) Summer, only pages 131-132 (Introduction)

WED SEPT 12: Behavioral Nudges

Why are "nudges"—an early application of BE—controversial as policy?

***Readings:**

- Thaler, Richard H. and Sunstein, Cass R. and Balz, John P (2012). "Choice Architecture" Chap 25 in *The Behavioral Foundations of Public Policy*, edited by Eldar Shafir
- Cass Sunstein, (2017). "Misconceptions About Nudges" *Journal of Behavioral Economics for Policy*, Sept 6
- George Loewenstein and Nick Chater (2017). "Putting Nudges in Perspective." *Behavioural Public Policy*, Volume 1(1), May, pp. 26-53.
- Daniel Hausman and Brynn Welch (2010). "Debate: To Nudge or Not to Nudge." *The Journal of Political Philosophy*, 18(1)
- Jeremy Waldron (2014). "It's All for Your Own Good" *The New York Review of Books*, Oct 9
- David Johnson (2016). "Twilight of Nudges." *The New Republic*, Oct 27.
- Matthew Darling, Saugato Datta, and Sendhil Mullainathan (2013). "The Nature of the BEast: What Behavioral Economics Is Not." Center for Global Development Essay, October.

MON SEPT 17: Policy Applications—Beyond Nudges

How might behavioral economics shape policy beyond nudges?

***Readings:**

- Koen Smets (2018). "There Is More to Behavioral Economics Than Biases and Fallacies." Post on behavioralscientist.org, Jul 24
- Richard Thaler (2015). "Unless You Are Spock, Irrelevant Things Matter in Economic Behavior." *New York Times*, May 10
- Stephen Dubner (2017). Freakonomics Radio podcast, Oct 25. "How to Launch a Behavior-Change Revolution"
- Browse the following websites of several orgs for policy innovation driven by behavioral science:
 - <https://bcfg.wharton.upenn.edu/>
 - [ideas42 webpages](https://ideas42.org/)
 - <https://projects.iq.harvard.edu/fhb>
- Cristine Legare (2018) "Why Social Science Needs Evolutionary Theory" blog post Jun 15.

- Ford School Writing Center guides on writing op eds and nuts and bolts of paragraph construction:
 - <http://fordschool.umich.edu/files/writing-op-eds.pdf>
 - <http://fordschool.umich.edu/files/paragraph-essay-construction.pdf>

PART 2: RESPONDING TO A COMPLEX WORLD

WED SEPT 19: Systems 1 and 2

Do we think too fast, too slow or both?

***Readings:**

- Daniel Kahneman (2011). “The Characters of the Story,” Chap 1 and Section in Conclusion on “Humans vs Econs” in *Thinking, Fast and Slow*
- William J. Congdon, Jeffrey R. Kling, and Sendhil Mullainathan (2011). Chapter 2 “Psychology and Economics” in *Policy and Choice: Public Finance through the Lens of Behavioral Economics*

MON SEPT 24: Heuristics

When and why does our mind take shortcuts even though they are sometimes misleading?

***Readings:**

- Amos Tversky and Daniel Kahneman (1974). “Judgment under Uncertainty: Heuristics and Biases,” *Science*, Vol. 185, No. 4157, Sep. 27, 1974, pp. 1124-1131
- Daniel Kahneman (2011). “The Associative Machine” Chap 4 and “Anchors” Chap 11 in *Thinking, Fast and Slow*
- Jack B. Soll, Katherine L. Milkman and John W. Payne (2015). “Outsmart Your Own Biases” *Harvard Business Review*, May
- Dan Ariely (2010). Chapter 2 “The Fallacy of Supply and Demand” in *Predictably Irrational*

WED SEPT 26: Statistical Thinking

Why is it so hard to incorporate statistics into our thinking in sensible ways?

***Readings:**

- Daniel Kahneman (2011). Chapter 6 “Norms, Surprises and Causes,” Chap 10 “The Law of Small Numbers,” Chap 14 “Tom W Specialty,” Chap 16 “Causes Trump Statistics,” Chap 17 “Regression to the Mean,” and Chap 24 “The Engine of Capitalism,” in *Thinking, Fast and Slow*
- Andreas Kappes and Tali Sharot (2018). “The automatic nature of motivated belief updating,” *Behavioural Public Policy* March, pp. 1-17
- Larrick and Soll (2008). “The mpg illusion,” *Science* magazine

MON OCT 1: Research Methods (A Brief Aside)

How do we know which hot new research to trust? AND Neuroeconomics: new frontier or overhype?

***Readings:**

- Freakonomics Radio podcast (2018). “5 Psychology Terms You’re Probably Misusing.” WNYC Studios, May 10
- Leif D. Nelson, Joseph Simmons, and Uri Simonsohn. “Psychology’s Renaissance.” *Annual Review of Psychology*, 2018: **only pages 512-517** (you can skim rest of paper starting with section entitled “Preventing P-Hacking in Future Research”; read for big picture but don’t worry about any statistical and technical issues that are not familiar to you already)
- Calarco, Jessica McCrory (2018). “Why Rich Kids Are So Good at the Marshmallow Test”, *The Atlantic*, June 1

- Colin Camerer, George Loewenstein, and Drazen Prelec (2005). “Neuroeconomics: How Neuroscience Can Inform Economics” *only pages 9-15* (Section I Introduction and Section II Neuroscience methods). *Journal of Economic Literature* Vol. XLIII March
- Jonathan Cohen (2010). “What is Neuroeconomics?” Yale School of Management Insight Q&A, Jan 15
- Michael Platt (2016). Posted clips from speech to the World Economic Forum, published Feb 16

PART 3: INTERNAL STRUGGLES

WED OCT 3 Sorta Rational

Should we be offended when behavioral economists call us “boundedly rational”?

***Readings:**

- Daniel Kahneman (2011). “Bernoulli’s errors,” Chap 25 in *Thinking, Fast and Slow*

****PAPER #1 (OP ED) DUE**

MON OCT 8 Prospect Theory

How do we make decisions when facing risk and uncertainty?

***Readings:**

- Daniel Kahneman (2011). Chap 26 “Prospect Theory,” Chap 27 “The Endowment Effect” and Chap 28 “Bad Events” in *Thinking, Fast and Slow*
 - *Optional:* if you are interested, the original 1984 prospect theory article “Choices, Values, And Frames” by Kahneman and Tversky) is reprinted as appendix B in *Thinking, Fast and Slow*
- Richard Thaler (2016). Chap 2 “The Endowment Effect,” Chap 4 “Value Theory” and Chap 16 “Mugs” in *Misbehaving: The Making of Behavioral Economics*
- Daniel Kahneman, Jack Knetsch, and Richard Thaler (1991). “Anomalies: The Endowment Effect, Loss Aversion, and Status Quo Bias.” *Journal of Economic Perspectives*, Winter, pp. 193-206

WED OCT 10 Prospect Theory in Practice

Why does losing a coffee mug hurt more than gaining that mug feels good?

***Readings** (in preparation for Paper #2 Analytical Paper due 10/22)

- Daniel Kahneman (2011). Chap 13 “Availability, Emotion and Risk,” Chap 22 “Expert Intuition: When Can We Trust it?”, Chap 30 “Rare Events” and Chap 31 “Risk Policies” in *Thinking, Fast and Slow*
- Kasperson et al. (2017). “Whose views really matter in the end?” In R. E. Kasperson (Ed.), *Risk conundrums*, pp. 24–32
- Paul Slovic (2000). Excerpts from *Perceptions of Risk*, pages TBD.
- Paul Slovic et al. (2010). “Psychic Numbing and Mass Atrocity.” In E. Shafir (Ed.), *The behavioral foundations of public policy*, pp. 126-142 (*Only read sections 1 thru 6 stopping before 7 “Implications for International Law and Policy”*)
- Baron, J. et al (2000). “Determinants of Priority for Risk Reduction: The Role of Worry.” *Risk Analysis*, 20: 413-428 (*read introduction and conclusion sections carefully; skim the rest for big picture, but don’t worry about any statistical techniques and results whose interpretation is not already familiar to you*)
- Cass Sunstein and Richard Zeckhauser (2010). “Overreaction to Fearsome Risks.” *Environmental Resource Economics*, October, pp. 435–449

MON OCT 15

UM Fall Study Break -- no class

WED OCT 17 Present Bias

Why do we so often plan to work hard tomorrow until... tomorrow comes?

***Readings:**

- Daniel Kahneman (2011). Chapter 3 “The lazy controller” in *Thinking, Fast and Slow*
- Richard Thaler (2016). Introduction to “Part III Self-control 1975-1988”, Chapter 11 “Will power? No problem” and Chapter 12 “The planner and the doer” in *Misbehaving: the Making of Behavioral Economics*
- Michaela Doucleff (2017). “Want To Teach Your Kids Self-Control? Ask a Cameroonian Farmer” NPR Morning Edition, July 3

MON OCT 22 Self-Control

Can “commitment devices” solve self-control problems?

****PAPER #2 (analytical essay) due**

PART 4: SOCIAL INSTITUTIONS

WED OCT 24 Inequity Aversion

What is fair in simulated and real world games?

***Readings:**

- Richard Thaler (2016). Chap 14 “What Seems Fair?” and Chap 15 “Fairness Games” in *Misbehaving: the Making of Behavioral Economics*
- Graeme Haynes and Thomas Gilovich (2010). “‘The ball don't lie’: How inequity aversion can undermine performance.” *Journal of Experimental Social Psychology*, June 25
- Karl Sigmund, Ernst Fehr and Martin A. Nowak (2002). “The Economics of Fair Play.” *Scientific American*, January
- Richard Thaler (1988). “Anomalies: The Ultimatum Game.” *Journal of Economic Perspectives*, Fall, pp.195-206
- Colin Camerer and Richard Thaler (1995). “Anomalies: Ultimatums, Dictators and Manners.” *Journal of Economic Perspectives*, Spring, pp. 209-219

MON OCT 29 Cooperation

Why do some people shoulder more than their fair share, while others free ride?

***Readings:**

Required for all students:

- Robyn Dawes and Richard Thaler (1988). “Anomalies: Cooperation.” *Journal of Economic Perspectives*, Summer, pp. 187-197
- Sebastian Gluth, Laura Fontanesi (2016). “Wiring the altruistic brain.” *Science*, March, pp. 1028-1029

Plus read any one of the following (and be ready to discuss in class):

- 1) Soyoung Park et al (2017). “A neural link between generosity and happiness.” *Nature Communications*, July
- 2) Martijn van den Assem et al (2012). “Split or Steal? Cooperative Behavior When the Stakes Are Large.” *Management Science*, January (58:1), 2–20
- 3) Amanda Chuan et al (2018). “Field study of charitable giving reveals that reciprocity decays over time” *PNAS*, Feb 7

****FINAL PROJECT TOPIC PROPOSAL DUE**

WED OCT 31 Social Norms

Is there a policy upside to peer pressure?

***Readings:**

- Erez Yoeli (2018). “Is the Key to Successful Prosocial Nudges Reputation?” *Behavioral Scientist*, Jul 31
- Erez Yoeli (2018). “Harnessing Reputations To Inspire Altruism.” *TEDxCambridge* talk, May 18
- Dan Ariely (2010). Chap 12 “The Cycle of Distrust: Why We Don’t Believe What Marketers Tell Us” in *Predictably Irrational*
- Nicola Lacetera and Mario Macis (2010). “Social image concerns and prosocial behavior: Field evidence from a nonlinear incentive scheme” *Journal of Economic Behavior & Organization*, 76 (only pages 225-230 (Sect 1, 2, 3.1) and pages 236-7 (sect 5))
- Noah J. Goldstein et al (2008). “A Room with a Viewpoint: Using Social Norms to Motivate Environmental Conservation in Hotels” *Journal of Consumer Research*, October, pp. 472-482
- David Shai et al. (2012). “The meaning of default options for potential organ donors,” *PNAS* Jul 30
- Daniel Kahneman (2011). Chapter 4 “Associative machine” and Chap 34 “Frames and Reality” in *Thinking, Fast and Slow*

PART 5: SEEMINGLY IRRELEVANT FACTORS

MON NOV 5 Framing

Why does it make a difference which of several options is designated the default?

****PAPER #3 (research brief) due**

WED NOV 7 Final Project Overview; Exercise on how to write a backgrounder

MON NOV 12 Persuasion

How does a brain change its mind?

***Readings:**

- Daniel Kahneman (2011). Chapter 5 “Cognitive Ease” in *Thinking, Fast and Slow*
- Dan Ariely (2010). Ch 11 “The Power of Price: How a 50-Cent Aspirin Can Do What a Penny Aspirin Can’t” in *Predictably Irrational*
- Emily Falk (2015). “How the Brain Changes Its Mind” *TEDxGeorgeSchool* video of talk, June
- Nicholas Kristof (2009). “Nicholas Kristof’s advice for saving the world” blog post on outsideronline.com, Nov 30

WED NOV 14 Stereotypes

Why are our brains prone to stereotype, and what might mitigate implicit bias?

***Readings:**

- Daniel Kahneman (2011). Chapter 7 “A machine for jumping to conclusions” and Chap 8 “How judgments happen” in *Thinking, Fast and Slow*
- Thomas Gilovich and Lee Ross (2016). Chap 1 “The Objectivity Illusion” and Chap 5 “Keyholes, Lenses and Filters” in *The Wisest One in the Room: How You Can Benefit from Social Psychology*
- Iris Bohnet (2016). Chaps 1 “Unconscious Bias Is Everywhere” and Chap 2 “De-Biasing Minds Is Hard” in *What Works: Gender Equality by Design*
- *New Scientist* (2017). “Hiring Tool Uses Behavioral Science to Stop Recruitment Bias,” Feb 23

PART 6: IN DEPTH POLICY APPLICATIONS

MON NOV 19 The Workplace

What makes us feel good about our work?

***Readings:**

- Dan Ariely (2012). “What makes us feel good about our work?” TED talk, October (13:20 minutes)
- Christopher Olivola and Eldar Shafir (2011). “The Martyrdom Effect: When Pain and Effort Increase Prosocial Contributions,” *Journal of Behavioral Decision Making*, 22 Dec pages 91–105 (*skim statistical results*)
- Michael Norton et al (2012). “The IKEA Effect: When Labor Leads to Love.” *Journal of Consumer Psychology*, July, pages 453-460

WED NOV 21 Workshop: Final Projects

****FINAL PROJECT BACKGROUNDER DUE**

MON NOV 26 Behavioral Hazard and Health Insurance

Does cost sharing lead to “underuse” or “overuse” of health care?

***Readings:**

- Sendhil Mullainathan (2013). “When a Co-Pay Gets in the Way of Health.” *The New York Times*
- Margot Sanger-Katz (2016). “The Big Problem With High Health Care Deductibles.” *The New York Times*, Feb 5
- JPAL (2011). “The Price Is Wrong: Charging small fees dramatically reduces access to important products for the poor.” *Bulletin*, April
- Khazan, Olga (2014). “Tricking People Into Being Healthy.” *The Atlantic*, Dec 7

WED NOV 28 Financial Insecurity

How does the psychology of scarcity affect financial decision-making?

***Readings:**

- Eldar Shafir and Abigail Sussman (2012). “On Assets and Debt in the Psychology of Perceived Wealth.” *Psychological Science*, Vol. 23, No. 1
- Anuj Shah et al (2012). “Some Consequences of Having Too Little.” *Science*, Nov 2, pages 682-685
- Saurabh Bhargava and Day Manoli (2015). “Psychological Frictions and the Incomplete Take-Up of Social Benefits: Evidence from an IRS Field Experiment,” *The American Economic Review*, 105(11) (*read introduction only pages 3489–3494*)

MON DEC 3 Student presentations

WED DEC 5 Student presentations

MON DEC 10 Student presentations

****REVISED PAPER #1, 2 OR 3 DUE**

TUES DEC 18

****FINAL PROJECT POLICY MEMO DUE at 5PM**

**PUBPOL 495: Behavioral Economics and Public Policy
Course Schedule 2018**

Class Date

Writing Assignment Due Date

PART 1: INTRODUCTION

Sep 5 W Course Introduction
Sep 10 M History of Behavioral Economics
Sep 12 W Behavioral Nudges
Sep 17 M Policy Applications: Beyond Nudges

PART 2: RESPONDING TO A COMPLEX WORLD

Sep 19 W Systems 1 and System 2
Sep 24 M Heuristics
Sep 26 W Statistical Thinkins
Oct 1 M Research Methods (Brief Aside)

PART 3: INTERNAL STRUGGLES

Oct 3 W Sorta Rational
Oct 8 M Prospect theory
Oct 10 W Prospect theory in Practice
Oct 15 M *UM fall break--no class*
Oct 17 W Present Bias
Oct 22 M Self Control

PAPER #1 (op ed) due

PART 4: SOCIAL INSTITUTIONS

Oct 24 W Inequity Aversion
Oct 29 M Cooperation
Oct 31 W Social Norms

FINAL PROJECT TOPIC PROPOSAL DUE

PART 5: SEEMINGLY IRRELEVANT FACTORS

Nov 5 M Framing
Nov 7 W Final Project Overview
Nov 12 M Persuasion
Nov 14 W Stereotypes

PAPER #3 (Research brief) DUE

PART 6: IN DEPTH POLICY APPLICATIONS

Nov 19 M The Workplace
Nov 21 W Workshop: final projects
Nov 26 M Behavioral Hazard and Insurance
Nov 28 W Financial Insecurity
Dec 3 M **FINAL PROJECT: PRESENTATIONS**
Dec 5 W **PRESENTATIONS (continued)**
Dec 10 M **PRESENTATIONS (continued)**
Dec 18 T

FINAL PROJECT BACKGROUNDER DUE

REVISED PAPER (#1, 2 OR 3) DUE

FINAL PROJECT POLICY MEMO DUE 5pm