

Psychology 343 Judgement and Decision-Making, Fall 2022

Instructor: David Hauser (he/him)

Office: Craine 320

Email: david.hauser@queensu.ca

- However, as noted later in the syllabus, please ask non-personal course-related questions in the onQ “Questions” discussion forum and do not ask over email.

Office hours: Fridays, 2:30 pm to 3:30 pm, unless otherwise noted in onQ (additional times available upon request)

Office hour location: Craine 320

What are office hours?: <https://vimeo.com/270014784>

Lectures:

- Tuesday 2:30pm – 4 pm in Dunning Rm 14
- Friday 1 pm – 2:30 pm in Theological Hall Convocation Hall
- Before you ask, idk why they are in different rooms. I did not ask for it. Queen’s is weird.

Teaching assistants:

- **Vanessa Snead**
- **Email:** vfs1@queensu.ca

- **Louis Chitiz**
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- **Colleen Pearce**
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- **Trinda Penniston** (she/her)
- **Email:** tlp2@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)
 - 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.

Each week focuses upon one theme in JDM. Content is presented in the form of readings from the class textbook, lectures, and in class demonstrations.

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 System 1 and System 2, conceptual accessibility, fluency, rationality, utility theory, prospect theory, overconfidence, and the empathy gap (midterm exam & final exam)
2. Evaluate how these constructs intersect (midterm exam & final exam)
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:

- Paper 1 – 10%
- Paper 2 – 10%
- Midterm exam – 30% or 50%, weighted according to performance
- Final exam – 30% or 50%, weighted according to performance
 - See syllabus section on Exams for how weights for the exams will be determined

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.

Assessment details:

Papers – 20% of course grade

There will be two paper 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 modern research on the subject as well as the role of judgment and decision-making in student's everyday lives. Paper assignments will be posted in onQ at least 3 weeks prior to their due date and will be submitted via onQ.

Both papers are essential requirements for the course. Failure to complete a paper will result in a zero being assigned for the paper mark.

Late submission grace period for papers

There may be a time when you are unable to complete a paper by the due date for personal reasons. This course has been designed with accommodations and considerations for extenuating circumstances in mind. This means that Short Term Requests for Academic Consideration up to 3 days (submitted through the Faculty of Arts and Science portal without documentation) are not needed for paper assignments and long term requests for academic consideration (for 4 days or more extension) submitted through the portal will be handled on a case-by-case basis.

For more information on how to request a paper deadline extension because of a QSAS-accommodated disability or because of a request for consideration due to extenuating circumstances (Considerations request), please see the Assessment Extension and Deferral Guide on the course onQ website.

All students automatically receive a 72 hour grace period for papers, such that extensions for extending the due date for papers for up to 72 hours are permitted. **If you wish to take the 72 hour grace period, just take it; there is no need to inform me.** All papers received prior to the 72 hour grace period will receive no late penalties. Papers submitted after the after the grace period due date will receive late penalties, outlined later in the syllabus.

Exams – 80% of course mark

There will be two exams: the Midterm exam and the Final exam. These exams will be a mixture of multiple choice, short answer, and essay questions. The midterm will include only material covered in the first half of the term while the final will cover only material from the second half of the term. 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 exam's contribution to your course mark 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 write both exams. Both exams are essential requirements for the course. Failure to complete an exam will result in a zero being assigned for the exam mark.

Deferred exam policy

Students receiving permission to write a deferred midterm or final exam will be expected to write their exam during the Faculty of Arts and Science or Psychology Department's deferred

exam period. **Requests for individualized deferred exam dates will not be accommodated.** The deferred exam is considered an official exam to which all the exam regulations apply. Note that deferred exams may contain different questions than the originally administered exam and therefore may differ in difficulty.

For more information on how to request an exam deferral because of a QSAS-accommodated disability or because of a request for consideration due to extenuating circumstances (Considerations request), please see the Assessment Extension and Deferral Guide on the course onQ website.

Regrading policy for papers and exams

Sometimes, the TAs and I, but usually me, make mistakes in grading. If either of us made a clerical error in grading your assignment (e.g., we added up your paper score incorrectly or we deducted points for the wrong font being used when the right font was used), please reach out to me and I'll be happy to correct it.

Aside from those circumstances, all grades assigned by TAs and myself are final. The TAs and I are happy to discuss graded assignments and provide additional feedback to students in office hours as long as those meetings take the form of discussions about how to improve on future assignments and do not take the form of debates about why more points should have been awarded on a particular assignment.

If you wish to get more feedback on your assessment, please contact the TA who graded it to set up a meeting. I (Dave Hauser) am often unable to provide useful feedback about the particular nuances of your paper because I am not the one who graded it. TAs are able to provide far better feedback in these circumstances.

Timing of Exams

The exam dates for each Term are listed on the Faculty of Arts and Science webpage under [Important Dates](#). Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday; they are posted on the Friday before Reading Week for the Winter Term and for the summer term, they are individually noted on the Arts and Science Online syllabi. **Students must 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.**

Questions, emails, and onQ:

I've discovered throughout the years that I often find myself answering the same questions from students multiple times throughout the year. This places a huge burden on my time and inbox bandwidth. So, I now ask students who are emailing me with non-personal questions related to the course to please post their question on their question to the onQ "Questions" discussion board. I'll answer it there within a few days so that everyone can see it. And while you are there, please search the discussion board to see if your question has already been answered.

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 people 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 their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016. If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the [QSAS website](#).

Academic Consideration for Students in Extenuating Circumstances

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)
- Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

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](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

For guidance on **submitting requests**, please see refer to the Resource Guides available on the [Academic Consideration website](#) under “Applying for Academic Consideration.”

The COVID-19 pandemic is an evolving situation. If you have symptoms or are deemed a close contact of someone with COVID, please access our [COVID-Related Absence Reference Guide](#) on the [Academic Consideration website](#). This guide will provide you with information on applying for consideration, the types of documentation (including non-medical documentation) you can use to support your request, as well as insight into how the Faculty office will assess these requests.

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

Psychology Accommodations Coordinator Name: Tara Karasewich
Coordinator email address: psyc.accom@queensu.ca

Students are encouraged to submit requests as soon as the need becomes apparent and to contact the psyc.accom@queensu.ca as soon as possible once a consideration request has been made. Any delay in contact may limit the Consideration options available.

Please follow up with psyc.accom@queensu.ca via email within 1 day of making your Consideration request.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, [please see our website](#).

For more information on how to make an Academic Consideration request, please see the Assessment Extension and Deferral Guide on the course onQ website.
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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). 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

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.

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.

Course Schedule:

Lecture dates	Topics	Assigned readings	Assessments
Sept 6 & Sept 9	Introduction to JDM	A** intro K** intro, K1	
Sept 13 & Sept 16	System 1 and System 2	K1 – K5***	
Sept 20 & Sept 23	Norms, confirmation bias, and quick judgments	K6 – K8	
Sept 27 & Sept 30	27 th – Heuristics pt 1 30 th – No lecture (Remembrance Day)	K9 – K11 A2	30 th – Paper 1 due
Oct 4 & Oct 7	Heuristics pt 2	K12 – K17	
Oct 11 & Oct 14	Fall break, no lectures		
Oct 18 & Oct 21	18 th – review session 21 st – Midterm exam		21 st – Midterm exam
Oct 25 & Oct 28	Illusions of validity	K19 – K24	
Nov 1 & Nov 4	Prospect theory and its implications pt 1	K25, K26	
Nov 8 & Nov 11	Prospect theory and its implications pt 2	K27 – K29 A8	
Nov 15 & Nov 18	Misperceptions of importance	K30 – K34 A1, A3	18 th – Paper 2 due
Nov 22 & Nov 25	Experiencing happiness vs remembering happiness: do we know what makes us happy?	K35 – K38	
Nov 29 & Dec 2	Needing to be in the moment: Affective forecasting errors and hot vs cold decision-making	K38 A6, A7, A10	

* If you bought an older edition of Ariely's Predictably Irrational, be warned that some older versions jumble the chapter order. Check your book to ensure that your chapter names are in the same order as mine. I include the chapter names that correspond with the chapter numbers 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.

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