

**Public Affairs 514: Psychology for Policy Analysis**  
**Autumn 2014 – Tuesday 2:30-5:20pm**  
**Paccar Hall 297**

*Instructor: Crystal Hall*

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*Office Hours: Tuesdays 12-2pm or by appointment*

Course Overview

The content of this course will stem from basic concepts in social and cognitive psychology, with a particular focus on behavioral decision research and behavioral economics. The course will explore how these concepts can be applied to the design, implementation, and evaluation of successful policy.

Themes and topics will include:

- Bounded rationality of decision making and judgment
- The power of the situation in social judgment
- Forces that influence attitude and behavior change
- Intergroup relations
- Risk perception and communication
- Negotiation

Through lecture, discussion and written assignments, we will explore the relevance and significance of these topics for policy issues. Students will discuss these issues in a series of short reaction papers. The final paper will be an opportunity to elaborate on a specific issue of the student's choice.

The primary objectives of this course are twofold. Students will first gain a basic understanding of key research findings, research methods and theories in these areas of psychology. In addition, students will explore the various ways that this research can be applied to policy design, implementation and leadership – through a critical analysis of their application in specific policy areas.

Course Structure

Many topics will be discussed in this course. For each topic, a brief lecture will introduce the major theoretical topics for each week. The remainder of the course time each week will be devoted to discussion, demonstrations and group exercises structured around the assigned readings.

Through lecture, discussion and written assignments, we will explore the relevance and significance of these topics for policy issues. Students will discuss these issues in a series of short memos, each on a specific policy area. A final paper will be an opportunity to elaborate on an issue of the student's choice.

Students from all backgrounds are welcome, and will be challenged. The course will provide students with an additional set of tools for approaching policy issues. In addition, students will gain further experience in the consumption and analysis of scientific research. Those well versed in the literature of psychology will be challenged to describe effective practical applications for these concepts.

### Text and Readings

Bazerman, Max H. & Moore, Don A. (2013) *Judgment in Managerial Decision Making 8<sup>th</sup> ed.*

This book is required, and is available at the University Book Store. There is also a copy on reserve at Odegaard Library.

Additional readings available on course website: <http://courses.washington.edu/pbafhall/514/>

### Grading and Assignments

The following components will contribute to the final course grade:

Memos (2-3 total)	25%
Final Paper	35%
Weekly Response Papers + Class Participation	40%

Memos: These memos may take the form of a specific proposal for policy analysis or implementation, or may be a commentary on an existing policy or process. Each memo must incorporate concepts from a specific research area (see assignment due dates), and may be no longer than 2 single spaced pages. They should demonstrate a clear understanding of the theory, with a thoughtful practical application. You have the option to drop one of the three memos, without penalty. If you complete all 3 memos, I will drop your lowest grade and average the highest 2. These memos are due at the start of class on the due date. **Absolutely no late memos will be accepted.** Please submit your memo prior to the beginning of class if you will be late or absent that week.

Final Paper: The final paper (8-10 single spaced pages) will provide an opportunity to discuss the applications of a specific concept or research area in depth, as it applies to an existing policy area. This paper can take the form of (1) a proposal for a specific policy analysis or implementation process, (2) a research proposal with policy implications, or (3) a discussion of how an existing line of research has policy implications. We will discuss your specific paper ideas in depth as the course progresses.

Response Papers: Each week, you will write a short response to the assigned readings. These responses are **due by noon each Monday**. I will take your comments into account as I prepare for that week's meeting. In these response papers, please include questions, comments, or other ideas you had that came up during your reading. **These should be no more than ½ of a single spaced page. Email your papers to me with the following subject "514 Response". Do not include an attachment, simply type or paste your response into the body of the email.**

Class Participation: Students will be expected to attend class prepared to discuss the assigned readings. This grade will be based on quality of contribution to discussion and group exercises in class, and quality of constructive feedback provided to other students in the course. Midway through the course, I will provide feedback to students on their performance thus far.

I expect that all students will engage in a professional manner, keeping in mind the wide array of backgrounds and perspectives represented in our classroom. Specifically, all students should keep in mind the Evans School Community Conversation Norms:

*At the Evans School, we value the richness of our differences and how they can greatly enhance our conversations and learning. As a professional school, we also have a responsibility to communicate with each other—inside and outside of the classroom—in a manner consistent with conduct in today’s increasingly diverse places of work. We hold ourselves individually and collectively responsible for our communication by:*

- **Listening** carefully and respectfully
- **Sharing** and teaching each other generously
- **Clarifying** the intent and impact of our comments
- **Giving and receiving** feedback in a “relationship-building” manner
- **Working** together to expand our knowledge by using high standards for evidence and analysis

#### Assignment Due Dates

Memo #1 – Behavioral Mapping	Oct. 21st
Memo #2 – Attitudes/Behavior Change	Nov. 11th*
Memo #3 – Intergroup Relations	Nov. 25th
Final Paper	Dec. 9th

\*no class this day, email assignment to me by 2:30 this day

*Late Assignments Policy:* I will not accept any late assignments. The final paper is due on December 9th at 5pm. Any paper received after this time will be docked .3 for each day it is late.

<b>Date</b>	<b>Topic</b>	<b>Due</b>
30-Sept	Introduction	<p>“Public Policies, Made to Fit People”  Johnson &amp; Goldstein. Do defaults save lives?  Pronin. How we see others and how we see ourselves</p>
7-Oct	Behavioral Economics	<p>Congdon et al. Behavioral Economics and Tax Policy  Hall, Galvez &amp; Sederbaum. Assumptions  B&amp;M Ch. 1-5</p>
14-Oct	Paradoxes of Utility Theory and Prospect Theory	<p>Camerer. Prospect theory in the wild  Kahneman &amp; Tversky. Choices, Values and Frames  Kahneman &amp; Tversky. Prospect Theory</p>
21-Oct	Judgment and Intuition	<p>Dawes et al. Clinical versus actuarial judgment  Heath &amp; Tversky. Preference and belief  Todorov et al. Inferences of competence from faces predict election outcomes</p>
28-Oct	Risk Perception	<p>Lerner et al. Effects of fear and anger on perceived risks of terrorism  Sinaceur &amp; Heath. Emotional and deliberative reactions to a public crisis  Slovic &amp; Peters. Risk Perception and Affect  Song &amp; Schwarz. If it’s difficult to pronounce, it must be risky</p>
4-Nov	Attitudes/Behavior Change	<p>Cialdini, R. Crafting normative messages to protect the environment  Eberhardt et al. Looking deathworthy: Perceived stereotypicality of Black defendants predicts capital sentencing outcomes  Schultz et al. The constructive, destructive and reconstructive power of social norms  + Take a sample IAT test (<a href="https://implicit.harvard.edu/implicit/">https://implicit.harvard.edu/implicit/</a>)</p>
11-Nov	NO CLASS	
18-Nov	Intergroup Relations	<p>Berksieker et al. To be liked versus respected  Kawakami et al. Mispredicting affective and behavioral responses  Hall, Zhao &amp; Shafir. Self-Affirmation  Salvatore, J &amp; Shelton, J.N. Cognitive costs of exposure to prejudice  Tajfel, H. Experiments in intergroup discrimination  Walton &amp; Cohen, Stereotype lift</p>
25-Nov	Negotiation	<p>Malhotra &amp; Bazerman. Psychological Influence in Negotiation  B&amp;M Ch. 7, 10-11</p>
2-Dec	Justice, Fairness and Ethics Course wrap up	B&M Ch. 8 & 12