

Syllabus 1.0 for SI 534

Instructor:

Time and Location:	Fri. 1-4pm, NQ 2255
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Telephone:	734 - 647 - 4856
E-mail address:	ekrupka@umich.edu
Course Home Page:	on Canvas
Office Hours:	9:30-10 Friday or by app. Email for best results.

GSI:

Name:	
E-mail address:	
Office Hours:	

Grader:

Name:	
E-mail address:	

Required Reading:

- Course pack
 - All readings will be available on Canvas

Suggested Reading:

- *Influence: Science and Practice* (5th edition) by Robert Cialdini, Pearson Education Inc.

Course Description:

This course introduces the major theories of social influence in psychology and economics so that you may become a better decision architect and an effective leader. In this course we will learn why and under what conditions an individual's thoughts and actions can be influenced by those around them. We will touch on related theoretical ground in economics and in psychology but focus heavily on the empirical findings and how they can be applied. The primary goal of this course is to realize a detailed picture

of the traditional and contemporary thinking on this topic as it is addressed in economics and in social psychology, and to have you applying the tools of influence from day one. But, over the course of the semester, I also hope to convince you that social influence is one of the *most* pervasive and powerful mechanisms in your design tool-box whether you are designing a new information system or managing a team.

Class meetings include a mixture of lecture and exposition through the use of experiments so that you can see and test some of the theories of social influence first hand. Throughout the course, the emphasis is on understanding (not on math). You will gain an understanding of the basic theories and research findings and their application to the design of information systems, social computing, e-communities and to the every-day problems faced in management and leadership positions.

Learning Objectives:

After completing this course, you will be able to:

1. Describe and recognize several key ideas and theories in the social influence literature.
2. Detect and analyze techniques of influence.
3. Write critically and persuasively.
4. Apply these theories to a design problem of your own choosing.
5. Apply these theories to a management problem (see case studies below)

(In addition....) After completing this course, you will also have:

6. Exposure to some key differences between how economists and psychologists think about human behavior
7. Exposure to experimental methods in psychology and economics
8. Public speaking skills

Expectations:

There are no prerequisites for this course, although some fluency in economics or psychology can help. Students are expected to come to class punctually (class will begin at 10 min. after), having read the assigned reading beforehand. **THIS IS IMPORTANT.**

I expect you to work between 6 and 9 hours a week outside of class.

Note that I have indicated the number of pages of assigned reading in each week so that you can pace yourself. I am assuming about 5 hours of reading per week. In weeks where there is less reading, it means that the reading is harder and that I believe it will take you more time. A note on how I get to 5 hours: I aim for about 9 hours of outside class time work in total. The average college student reads about 350 words per minute (I am assuming this is an estimate for non-technical reading). The average words per page for most things I am assigning is about 600 words per page and the reading is technical – so let's double the time it takes. So this works out to your spending about 4 minutes per page if you were an average college student reading a technical paper. I aim to assign about 5 hours of reading. What this means is that on a week where I assign 80 pages, or 5 hours of reading, I am assuming that the reading is straightforward and, though voluminous, simple enough to grasp. On a week where I assign 40 pages of reading it means that I think the reading is 2x as hard and that you will spend more time per page because of that – i.e., that it will still take you about 5 hours. So, please, pace yourself.

Please have hard copy readings for all lectures. This is because there will be no electronic devices (no computers, no electronic devices unless you have a pacemaker) allowed in the classroom during lecture for all lectures **prior to the Fall break**. I expect you to have the papers with you so that we can refer to them during lecture. I will, of course, make exceptions to this policy if you require them. Just come talk to me first.

Format:

Class will consist of lectures with a high degree of class discussion and participation and a few in-class experiments. Readings should be finished before class in order to conduct an intelligent conversation. Students will also be responsible for presenting to the class (see below for more details under the heading: “Student Presentations”.) During discussions and exercises, your active participation is important both for your own learning and for creating a stimulating class environment. **Computers and other electronic devices will not be permitted prior to the Fall break.**

A word on my teaching philosophy:

As you will see from the design of the course syllabus, I strongly believe in the value of “iterative learning processes”. What this means is that you will have the chance to iterate with me on many of the writing assignments (though not on all). I will, of course, state expectations in class and give generic feedback to the class, but in matters of writing, it is my experience that personal feedback, tailored to *you*, is what counts. As a result, I have built in several places in the course homework schedule where you can revise a previous writing submission.

Second, there is much science supporting iterative learning (see Brain Rules). To this effect, I will have you read papers for the class, take quizzes or do simple discussion question assignments on the papers, and then be prepared to discuss them in class. Through this process of (1) reading, (2) identifying, (3) organizing, (4) synthesizing and (5) articulating your ideas, you will get the most out of our work together. To this end, I ask that you engage with my rather systematic process which begins with the simple and very straightforward first step of identifying and organizing main ideas (see Discussion Questions assignments). These assignments will be *easy* and are designed to be so! The harder steps of synthesis and articulation will follow over a period of lectures and other assignments (see mini-critiques, group presentation and exams).

Assignments, exams, student presentation, grading:

- **Mini-Critiques (30 points in total / 15 points each) – persuasive writing**

General comments: There will be 2 short essay assignments which should be no longer than 2 pages (reference can go onto a 3rd page, but the writing should not exceed 2 pages) on one of the readings due for the day that the MC assignment is due. From the readings due that day, you will choose one reading to write on. The MC will be due *before class starts* in Canvas unless otherwise specified. That means that you should not plan on emailing me your papers. **I do not accept late mini-critiques for any reason; however I will only count the final grade (after resubmission).** Also, I will not accept more than three grammar or spelling mistakes on the MCs (except on the first one, where I will

read and grade up until the 5th mistake). This means that you must proof-read your work before you hand it in to me.

A note on Goal/Substance: The point of this HW is to cultivate your persuasive/influencing writing skills. The MC will seek to summarize the main point of the paper (in 3 sentences or fewer) and then present a coherent critique of the paper which you will develop in the remaining 1-2 pages. I expect you to support your criticism with several supporting ideas (i.e., not one idea) that stem from the readings in the class. We will go over this in detail prior to the first due date.

Group vs individual MC: There will be one MC that you will write as a group. This MC differs from the individual MC in that I expect to have the first pages (i.e., the top pages to contain the final draft of the MC). However, the document should also contain all other versions of the MC with edits in track changes and with comments from each member. In particular, I will be looking to read your conversation with one another on the topic. If you edit together, be sure to make note on the draft of any discussions or comments you made to each other.

A note on the style:

- Labeling: Each mini-critique should have your name, the title of that week's topic and the number assigned to that mini-critique as indicated on the syllabus. Eg. if it is MC #1 draft, then the heading should read
 - MC #1 draft
 - Title: Advice/Expert Opinion
- Labeling resubmissions: If a MC is a resubmission, then it should have the number assigned to that MC on the syllabus and the words "resubmission" after it. Eg.
 - MC #1 resubmission
 - Title: Advice/Expert Opinion
- Resubmission format: When you resubmit a MC, please upload 3 different documents. The first document should be a clean copy of your resubmission. The second document should be an old copy of your draft that has edits indicated in Track Changes. The third document should be a copy of your original draft submission prior to making changes. In short:
 - Resubmitted final clean copy
 - Track changes copy of your draft
 - Clean copy of your original draft
- Time New Roman (or some other reasonable font) in 12 pt. 1.5 or Double spaced (not single spaced). 1-1.5 pages Max. Critiques will be handed in via Canvas.

- I will return graded mini-critiques to you no later than three weeks after the original due date.
- Group MCs: For this assignment, I am only specifying the minimum - though I have recommendations on the max. – number of people that comprise a group. Specifically, to be a group you must consist of "2 or more". Thus, the minimum is 2 members. In addition, I would suggest that working on a group MC with 4 or more is probably not a good idea (transactions costs increase). However, it is up to you to optimize the group size and members so that you write the best paper you can.
- Labeling Group MC: Group MC should be submitted under one person's name only on the Canvas site. The MC should have all members' names at the top, the title of that week's topic and the number assigned to that mini-critique on the syllabus (not your own made-up numbering system). Eg:
 - Group MC
 - Title: Social Information
 - Names: Erin Krupka, Adam Smith

- **Discussion questions (30 points in total / 10 points each)**

There will be 3 question assignments that you will work through. You may do so in groups or alone (see below). The questions will be on the readings that are due that week and the assignment will be due that day *before class starts* in Canvas unless otherwise specified. That means that you should not plan on emailing me your question answers. **I do not accept late submissions for any reason; however there will be a chance to hand in one missed assignment on the last day of class.**

Group vs individual questions: You may work in groups to answer the discussion questions, however I would like you to indicate with whom you have worked and to upload separate responses to Canvas. Thus, even if you worked with persons A and B, I want you to respond in your own words and I want to have a submission for you. If you fail to submit something then you will receive a 0 for that assignment (even if you worked with others and they say you worked with them).

- Labeling: Each question sheet should have your name on it.
- Labeling Resubmissions: If you are resubmitting a question sheet, then it should have the number assigned to that question sheet on the syllabus and the word "resubmission" after it. It should be handed in with a copy of the old version attached. Note that there is only one resubmission for this category of assignment.

- In the case of a written document, please use Time New Roman (or some other reasonable font) in 12 pt. 1.5 or double spaced (not single spaced).
- I will return graded questions to you no later than three weeks after the original due date.
- Labeling if you worked together: Each of you should submit a separate questions response sheet. The Question sheet should have your name first and then should list all members' names with whom you worked.
- **Quiz (10 points in total / 5 points each)**
 - Quizzes are given at the beginning of class.
 - One quiz is known ahead of time and is on the syllabus.
 - The other will be a pop quiz and is predetermined by me at the beginning of each semester with a random number generator (this means that just because you had a quiz last week is not a good predictor of whether you will have one this week). The Quiz will be given at the beginning of class and cover basic comprehension. There are no makeup quizzes.

Note on Quiz:

Students have the option of replacing the anticipated quiz grade (but not the pop quiz) by attending a talk in the SBEE (Social, Behavioral and Experimental Economics seminar). A student must decide that they will do this at the beginning of the academic semester by registering this intention prior to Sept. 18th. They can do so by filling out this doodle poll (<https://doodle.com/poll/tkec3aizppk3eg8p>). The requirement is that the student attend 1 seminar and summarize in 1 paragraph what the talk was about. In a second paragraph, the student should re-stating (in their own words) one question that was asked during the seminar. The student should then state what the speaker's response was. The student should then state what their reactions were about that question. Thoughts and reactions could include whether the student thought that the question was adequately answered by the presenter (if yes, then why, if no then why), whether the students thought that the speaker connected the content of the research to local and world-wide issues (give a specific example) or how the speaker considered the implications of the research from multiple angles (e.g. economically, environmentally, and with human interests in mind). Report should also include one image (phone camera is fine) of the speaker at the talk.

Point value is that of the quiz. Full point value for the quiz if the student attended and responses are a good-hearted attempt at answering the questions and the photo is present. The link to the SBEE talks is [here](#).

- **Student/group presentations (10 points)**

Each student will be part of a group that presents once during the course. The presentation will last 10 minutes and will deal with some aspect of the political cycle this semester. The presentation will have the following format: 1) 1 slide that states the main concept or idea for that week's TOPIC as it relates to your presentation, 2) 1 slide or clip or example that sets the background/context for the example that you will be showing, 3) 1 slide that clearly identifies the example you will focus on, 4), 2-6 slides that apply ideas and concepts from that week's topic to the example. Accommodations can be made if students are interested in doing presentations on the same TOPIC.

- Before each presentation, groups will be expected to send me a draft of their PowerPoint slides 1 hour before class. **I will subtract 5 points off of the presentation if you do not get the presentation to me 1 hour before class.**
- The heading of the email should be [SI534 Presentation] Group #n: TOPIC.

- **Student Exams (70 Points)**

There will be a mid-term that all students are required to take. It will be closed book and will consist of 30 total achievable points that stem from short answer questions.

The final exam will consist of 25 questions, from which you will select 20 questions. Thus, the final will be worth 40 points. All questions will be known ahead of time.

Alternative to the final exam for up to 10 students: research project on campus culture regarding sexual behavior. Final paper which is worth 40 points.

Extra points:

Case studies

There will be 1 case study that we will conduct during the semester that involves in and out of class time. I will give you an idea of the commitment later in the course so that you can mark your calendars. For the case study, teams with the best analysis will receive 1 extra point added onto their grade. Case study participation is not voluntary.

Experiments

Over break you will have a chance to participate in an experiment if you choose. I will describe this as we near the break and you can decide if you want to participate in the experiment or resubmit a MC. Participation is voluntary. If you choose to participate, then, *no matter how the experiment turns out*, you will receive an extra 2 points added to your grade.

SBEE seminar participation

Meets on Mondays in Ehrlicher from 3:30-5pm. Sign up on Doodle Poll - see announcements. Point value for attending is 10!

Grading

I use a point-based grading system with no curving. This means that every student in the class can earn an A if he or she accumulates 150 points or more during the semester. Note this also means that failure is possible. **Close Calls:** If at the end of the semester you are within 0.5 points of a higher letter grade, I will bump you up to the higher grade. Please note that I do not *discuss* grades but I can explain them.

Overview of point source:

Mini-Critiques / 15 points each	30
Discussion Questions / 10 points each	30
Quizzes / 5 points each	10
Student/group presentations	10
Student exams / paper	70
Total Points	150

Scale	Grade	Percentage
150	A+	100%
139-149	A	93-99%
135-138	A-	90-92%
130-134	B+	87-89%
124-129	B	83-86%
120-123	B-	80-82%
115-119	C+	77-79%
109-114	C	73-76%
104-108	C-	70-72%
100-103	D+	67-69%
90-99	D	60-66%
<90	F	Fail

Communication with me

It would be remarkable if you didn't need some assistance during the course, and I am here to help. While I will spend some time in class on the mini-critiques (detailing what is expected, talking about the format etc.), I will not provide additional help on those critiques before they are due but am willing to chat after you have handed it in.

Email communication with me should use this header: [SI 534] XXXX

Also, one of the benefits of open office hours is to accommodate many students at once; if fellow students are in my office, please join in (I'll say so if for some reason I need to

talk privately to a current visitor), and feel very free to show up in groups. Just email me and we can set up a time. Please **do not use individual meetings outside of office hours** for course-related help as a general rule. If my scheduled office hours are always infeasible for you, let me know, and then I will encourage you to make appointments with me.

Some gentle requests regarding office hours and on contacting me. First, my office hours end sharply at the end. Please arrive early if you have lengthy questions, or if you don't want to risk not having time due to others' questions. Also, you are very free to ask me *some* stuff by e-mail, especially to schedule things. But please be aware that e-mail is terrible for answering many types of questions. Eg. "What's the deal with conformity?" are short questions with long answers. Also, please be aware that I typically don't respond at all to any e-mail concerning substantive course material right before major assignments are due (though accessible for panic attacks, emergencies, etc.). Please do come to my office hours.

Academic Integrity and Original Work Policy

Collaboration:

UMSI strongly encourages collaboration while working on some assignments, such as homework problems and interpreting reading assignments as a general practice. Active learning is effective. Collaboration with other students in the course will be especially valuable in summarizing the reading materials and picking out the key concepts. You must, however, write your homework submission on your own, in your own words, before turning it in. If you worked with someone on the homework before writing it, you must list any and all collaborators on your written submission. Each course and each instructor may place restrictions on collaboration for any or all assignments. Read the instructions carefully and request clarification about collaboration when in doubt. Collaboration is almost always forbidden for take-home and in class exams.

Plagiarism:

All written submissions must be your own, original work. Original work for narrative questions is not mere paraphrasing of someone else's completed answer: you must not share written answers with each other at all. At most, you should be working from notes you took while participating in a study session. Largely duplicate copies of the same assignment will receive an equal division of the total point score from the one piece of work. See the Rackham Graduate policy on Academic and Professional Integrity for the definition of plagiarism, and associated consequences: <http://www.rackham.umich.edu/policies/gsh/appb/>

Students with Disabilities

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way we teach may be modified to facilitate your participation and progress. As

soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate accommodations. SSD (734-763-3000; ssd.umich.edu/) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. I will treat any information that you provide in as confidential a manner as possible.

Syllabus is subject to change in case of a significant flu outbreak.

A simple precaution you can take that will have a significant impact on your health is to wash your hands. It sounds trivial but it really is the most effective way to stop the spread of viruses. If you have flu-like symptoms or feel ill, please stay home, see a doctor and let me know.

Absences

I do not need to know if you are going to miss a class. However, any missed material (including things to hand in or in class graded items) are your responsibility to obtain. Any graded material that is missed cannot be made up.

It IS your responsibility to notify me if you expect multiple absences or if you have multiple absences due to illness or unforeseen circumstances.

Student Mental Health and Wellbeing:

The University of Michigan is committed to advancing the mental health and wellbeing of its students, while acknowledging 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) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (732) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

For a more comprehensive listing of the broad range of mental health services available on campus, please visit: <http://umich.edu/~mhealth>

Tentative Schedule

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HW (ungraded): 4 copies of response to 3 exam questions today – one hard copy is handed in to me.	17

Optional: a resubmission of a DQ is possible.

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FINAL EXAM: Dec. 15, 1-4 pm

17

Introduction (Sept. 8)

- Key questions: What is social influence? What is economics? What is social psychology? What is theory? How do economists and psychologists study social influence?
- Experiments

Theory and Experiments (Sept. 15; pp. 71)

In class:

- Google VP video - <http://www.youtube.com/watch?v=6x0cAzQ7PVs>

Readings:

What is theory:

- Kreps, D. "Chapter one: an overview," A Course in Micro Economic Theory – please read 3-12 (9 pp)

Primer on a method central to this class: Experimentation

- Davis and Holt, 1993. "Experimental Economics: Methods, Promises and Opportunities" – please read p. 179-181, p.198-203, p. 208-209, please skim section 3 – "kinds of experiments" (9 pp) Friedman, D. and S. Sunder. 1994. Experimental Methods: a Primer for Economists. Cambridge University Press. Chapters 1-3 (37 pp).
 - Optional: Hertwig and Ortmann. 2001. "Experimental Practices in Economics: A Challenge for Psychologists?"

Incentives

- Anderson, D. 2007. "Why did the cashier let Biff Henderson eat all the mints? An introduction to the power of incentives" Economics by Example (8 pp)
- Bertrand, M. and S. Mullainathan. 2001. "Do People Mean What They Say?", American Economic Review. (10 pp)
- Orne, M., 1962. "On the social psychology of the psychological experiment: With particular reference to demand characteristics and their implications." American Psychologist, 17(11):776-783. (7 pp)

Advice/Expert Opinion (Sept. 22; pp. 64)

HW: mini-critique #1 draft due

In class: Milgram video

In class: group 1 present

Readings:

- Influence, Chap.1, pp.1-16

- Influence, Chap.6, pp.174-196 (I do not expect you do the study questions. Those are for you to read and think about.)
- Trost, Gino, Larrick. 2012. “Power, competitiveness, and advice taking: why the powerful don’t listen.” *Organizational Behavior and Human Decision Processes*, 117: 53-65.
- Gino, F. and D. Moore. 2007. “The Effects of Task Difficulty on Use of Advice.” *Journal of Behavioral Decision Making*, 20: 21-35.
 - Optional additional background (may not be selected as a topic for the MC:) Bonaccio, S. Dalal R. 2006. “Advice Taking and Decision-Making: An Integrative Literature Review, and Implications for the Organizational Sciences.” *Organizational Behavior and Human Decision Processes*, 101:127-51.

Social Identity (Sept. 29; pp. 37)

HW: Identity DQs due.

In class: group 2 present

Readings

- Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In W. G. Austin & S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 33–47). Monterey, CA: Brooks/Cole
- Akerlof and Kranton. 2005. “Identity and the Economics of Organizations,” *The Journal of Economic Perspectives*, 19:9-32
 - For help –
 - Hear it from G. Akerlof in 55 minute talk
 - <http://youtu.be/-sWxaaRwiPo>
 - Interviews on the subject
 - Akerlof: <http://youtu.be/p-DrKwdK7Eg>
 - Kranton: <http://youtu.be/eKrgUksXyyc>

Social Comparison - psychology & economics (Oct. 6; pp. 52)

HW: in-Class quiz today on Festinger & Knez et al.

In class: group 3 present

Readings

- Knez, M. J. and C. Camerer. 1995. "Outside Options And Social Comparison In Three-Player Ultimatum Game Experiments." *Games and Economic Behavior*, 10(1): 65-94.
- Festinger, L. 1954. “A Theory of Social Comparison Processes.” *Human Relations*, 7(2): 117-40.
 - Optional additional background (may not be selected as a topic for the MC:) Suls, J., and L. Wheeler. 2000. “A Selective history of classic and

neo-social comparison theory.” *Handbook of Social Comparison*. New York: Kluwer Academic/Plenum Publishers.

- o Optional additional background (may not be selected as a topic for the MC:) Suls, J., R. Martin and L. Wheeler. 2002. “Social Comparison: Why, with whom and with what effect?” *Current Directions in Psychological Science*, 11(5): 159-63.
- o Optional: Influence, Chap. 4, pp. 97-139

Case Study I (Oct. 13)

HW: mini-critique #1 final version due.

Fall Break (Oct. 16-17)

Extra Credit: Experiment

Mid-Term (Oct. 20)

Mid Term closed book and no notes (80 minutes)

Social Information; part a – psychology (Oct. 27; pp. 70)

HW: GROUP mini-critique #2 draft due.

In class: group 4 present

Deepak Teaches

Readings

- Deutsch, M. and H. Gerard. 1955. “A Study of Normative and Informational Social Influences Upon Individual Judgment.” *Journal of Abnormal and Social Psychology*, 51: 629-636.
- Asch, S. E. 1956. "Studies of Independence and Conformity: A Minority of One Against a Unanimous Majority." *Psychological Monographs*, 70 (9): 1-70.

Social Information; part b – economics (Nov. 3; pp. 56)

HW: Social information DQs due.

In class: group 5 present

Deepak Teaches

Readings

- Krupka and Weber. 2009. “The focusing and information effects of norms on pro-social behavior,” *Journal of Economic Psychology*, 30(3): 307-320.
- Cason, T. N. and V. –L. Mui. 1998. "Social Influence in the Sequential Dictator Game." *Journal of Mathematical Psychology Experimental Economics*, 42(2-3): 248-65.

- Optional additional background (may not be selected as a topic for the MC:) Bikhchandani, Hirshleifer, Welch. 1998. "Learning from the Behavior of Others: Conformity, Fads and Information Cascades." *The Journal of Economic Perspectives*, 12(3): 151-170.
- Optional additional background (may not be selected as a topic for the MC:) Moretti, E. 2011. "Social Learning and Peer Effects in Consumption: Evidence from Movie Sales." *Review of Economic Studies*, 78, 356-393.
- Krupka and Weber. (2013) "[Identifying Social Norms Using Coordination Games: Why Does Dictator Game Sharing Vary?](#)" *Journal of the European Economic Association*.

Field Trip to Charles H. Wright Museum of African American History (Nov. 10)

Heads up!!! Dec. 1 reading is heavier than usual...start reading now.

Field Trip to Akron Fossils and Science Center (Nov. 17)

Heads up!!! Dec. 1 reading is heavier than usual...start reading now.

Note: Thanksgiving Break (Nov. 22-Nov. 27)

Similarity / Liking; moderating factors part b (Dec. 1; pp. 70)

HW: GROUP mini-critique #2 final version due.

In class: group 6 and 7 present

Handout: Exam questions list

Heads up!!! Next class you will be bringing in your draft responses to 3 of the possible exam questions. Plan to bring 4 copies of your responses

Readings

- Latané, B. 1981. "The Psychology of Social Impact." [American Psychologist](#), 36: 343-56.
- Charness, G., L. Rigotti and A. Rustichini. 2007. "[Individual Behavior and Group Membership](#)." *American Economic Review*, 97(4):1340-52.
- [Influence](#), Chap. 5, pp.141-172
- Croson, R. and J. Shang. 2008a. "Limits of Social Influence on the Voluntary Provision of Public Goods; Evidence from Field Experiments." *Working paper*.
- Croson, R. and J. Shang. 2008b. "The impact of downward social information on contributions decisions." *Experimental Economics*, 11(3): 221-233.

- Optional: Croson, R. and Shang, J. 2006. "Field Experiments in Charitable Contributions: The Impact of Social Influence on the Voluntary Provision of Public Goods." UT Dallas Working Paper.
- Optional: Chen, Y., M. Harper, J. Konstan and S. Xin Li. 2008. "Social Comparisons and Contributions to Online Communities: A Field Experiment on MovieLens."

Last class - review (Dec. 8)

HW: Museum DQs due or Case Study II alternative

HW (ungraded): 4 copies of response to 3 exam questions today – one hard copy is handed in to me.

Optional: a resubmission of a DQ is possible.

- Today you will bring 3 copies of your responses to 3 exam questions. You will break out into groups and give each other feedback on these responses. **Note** about Case study II - hand in under the Museum DQ assignment tab and will receive 10 points scoring rubric

FINAL EXAM: Dec. 15, 1-4 pm