

Syllabus 2.0

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| | |
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Required Text:

- *Influence: Science and Practice* (5th edition) by Robert Cialdini, Pearson Education Inc.
- All other readings will be available on Canvas under Resources

Course Description:

Social influence is one of the *most* pervasive and powerful mechanisms for behavior change whether you are an informatics professional who is building up your design tool-box, designing a new information system or managing a team. In this course we will learn why and under what conditions an individual's thoughts and actions can be influenced by those around them.

The primary goal of this course is to introduce you to some of the theories and key research findings in the field of persuasion and social influence through the lens of economics and social psychology. The second goal is to have you applying the tools of influence from day one of the course: you will learn techniques for persuasive speaking, writing and designing. All written and oral assignments will use short and targeted exercises to gain fluency in applying the techniques and ideas of persuasion. Finally, the course will culminate in an application of these techniques using case studies.

Though we will rely on theories, and learn about the key research findings, this course is suitable for anyone with any background but tailored directly to the needs of informatics students. The class will be heavily directed toward applying what we learn to practice and real world situations. Class meetings include a mixture of lecture and exposition through the use of experiments, an assortment of group activities and class discussion so that you can see and test some of the theories and techniques of social influence first hand.

Learning objectives:

After completing this course, you will be able to:

1. Describe & recognize key ideas and theories in the social influence literature
2. Detect and analyze techniques of influence
3. Apply these theories to a design problem (see case studies)
4. Apply these theories to a management problem (see case studies)

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

5. Exposure to some key differences between how economists and psychologists think about human behavior
6. Exposure to experimental methods in psychology and economics

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.** Indeed, on many days there will be graded assignments handed out and completed in class as well as pop quizzes. Missing these can add up.

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 6 hours of work per week outside of class. 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 figure out the hours of work I am assigning: I aim for about 6 hours of outside class time work in total with no more than 9 hours. 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 the week in hand. This is because there will be limited electronic devices allowed in the classroom during lecture. I expect you to have the papers so that we can refer to them during lecture.

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. During discussions and exercises, your active participation is important both for your own learning and for creating a stimulating class environment. I expect 100% attendance and will grade you on this (see “In Class Graded Assignment”). I also expect you to participate where and when you can.

A word on my teaching philosophy:

As you will see from the design of the course syllabus, I strongly believe in the value of “stepping stones in learning”. What this means is that you will have the chance to build up your understanding of concepts from easy to more difficult assignments. 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.

Assignments, exams, and grading:**● Discussion questions (70 points in total / 10 points each)**

There will be 7 discussion 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 toward the end of the semester – see syllabus.**

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 person 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 assignment sheet should have your name on it.
- Labeling Resubmissions: If you are resubmitting an assignment, then it should have the name of the assignment (see the syllabus) and the words "resubmission" after the name. It should be turned 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 Times New Roman (or some other reasonable font) in 12 pt. 1.5 or double spaced (not single spaced).
 - For DQ you can use single spacing.
- I will return graded questions to you no later than two weeks after the original due date.
- Labeling if you worked together: Each of you should submit a separate assignment. The assignment should have your name first and then should list all the people with whom you worked.

● Exam questions (3 points in total / 1 point each)

- See final entry in the syllabus for details about this assignment. For each question, the response is graded with a 1 point /0 points /or -1 point system that is added to your grade. If you are absent, then you will automatically receive a -1 for the paper.

- Note also that all assignments graded on the 1/0/-1 scale will be tricky, because Canvas does not allow -1. So, I enter the scores as 2/1/0 and then subtract 1 from the score at the end of the semester. You will need to do that adjustment throughout the semester as you assess your standing in the class because I will only make the correction at the end of class when I calculate your final grade.

- **In-Class graded assignments (15 points in total)**

- **Find and Describe (2 points in total/ 1 point each)** Will be described in class. The papers are graded with a 1 point /0 points /or -1 point system that is added to your grade. If you are absent, then you will automatically receive a -1 for the paper.
- **5 minute papers (3 points in total / 1 point each)** Five minute papers are brief, in-class writing exercises, typically carried out at the end of a class session. Each student submits their own 5 minute paper. You will be asked to write a few sentences about some aspect of the class session that day or of the course as a whole. For example, I might ask you to list what you think were the major points of a class session, to reflect upon some aspect of the lesson that day, or to formulate and express an opinion. The papers are graded with a 1 point /0 points /or -1 point system that is added to your grade. If you are absent, then you will automatically receive a -1 for the paper.
- **Quizzes (10 points in total / 5 points each)** Unlike other in class assignments, 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 make-up quizzes. If you are absent, then you will automatically receive a -1 for the quiz.

- **Individual Paper – Case Study I (points are described below)**

For this assignment, you are responsible for writing a paper that develops and applies one or more theories and/or findings from the literature on social influence to a case study that will be introduced in the 3rd week of the term. The final paper (8-10 pages double-spaced) must present original work and a novel application of a theory of social influence to the specific context identified. More detail about the case study and guidelines for the final paper can be found on the assignment sheet.

Deliverables:

- Outline and first paragraph draft (20 points)
- Final paper (40 points)

- **Student Exams (102 Points)**

There will be a mid-term and a final exam that all students are required to take. They will be closed book and will consist of 40/ 62 total achievable points that stem from short answer questions.

Extra points:**Case studies**

There will be several case studies that we will conduct: you will begin the first case study at the beginning of the semester and the others follow at the end of the semester. The first you will work on throughout the term and will culminate in a graded paper. The remaining case studies (conducted at the end) give you the opportunity to earn extra credit points toward your final grade. For the latter case studies, you will work together in teams and present/write the results of your work. For each case study, the team with the best analysis will receive **5 extra points** added onto their grade. The case studies at the end of the term will involve NO out of class time on your part. Case study participation is not voluntary and failure to attend will be penalized by subtracting 1 point from your final grade.

Experiments

There may be opportunities for you to participate in conducting an experiment if you choose. I will describe this as we near those opportunities and you can decide if you want to participate in the experiment. Participation is voluntary. If you choose to participate, then, *no matter how the experiment turns out*, you will receive **an extra 3 points** added to your grade. Reporting of experiments will take place 2 weeks after they are assigned (unless otherwise specified).

Finding everyday examples

Every semester students come to me with articles they read, pictures they took, ads they saw, studies they read about in other classes, web pages they recently viewed or a situation they recently encountered. They tell me they have seen an example of social influence techniques first hand! If you see something – anything – that you think is an example of the material we are covering in class, then you can email me and tell me about it (250 words describing what you see and why it is an example of an application – more below). Together we will decide if it is an example and appropriate for sharing with the class and, if so, will work on writing up a short description appropriate for circulation. If the example is appropriate for circulation, then you will receive 1 point added to your grade. You may receive **up to 3 extra points** toward your grade for finding these examples! However, you may only submit (or resubmit after comment from me) 5 times. This means that I would like you to think about what you submit, and to work on drafting up your best explanation of why the example is an application of a concept. Your goal should be to (1) write 250 words in total, (2) provide a link or image if appropriate, (3) tell me what concept this is an example of, (4) include the reference eg. Cialdini, “foot in the door” and (5) spend the BULK of the 250 words telling me WHY it is an example of the concept.

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 233 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 structure:

| | |
|------------------------------------------|------------|
| 7 DQ assignments / 10 points each | 70 |
| Exam Questions / 3 points total | 3 |
| 2 Find & Describe / 1 point each | 2 |
| 3 Five minute papers / 1 point each | 3 |
| 2 Quizzes / 5 points each | 10 |
| | |
| Individual paper outline / 20 points | 20 |
| Individual paper / 40 points | 40 |
| | |
| Midterm / 40 points | 40 |
| Final / 62 points | 62 |
| Total Points | 250 |
| | |
| Extra credit_EverydayExample#1 / 1 point | 1 |
| Extra credit_EverydayExample#2 / 1 point | 1 |
| Extra credit_EverydayExample#3 / 1 point | 1 |
| | |
| Extra credit_BreakExperiment / 3 points | 3 |
| | |
| Extra credit_CaseStudy#2 / 5 points | 5 |
| Extra credit_CaseStudy#3 / 5 points | 5 |
| Extra credit_CaseStudy#4 / 5 points | 5 |

| Scale | Grade |
|---------------|-------|
| 233-250 | A |
| 225-232 | A- |
| 220-224 | B+ |
| 208-219 | B |
| 200-207 | B- |
| 195-199 | C+ |
| 183-194 | C |
| 175-182 | C- |
| 170-174 | D+ |
| 158-169 | D |
| Less than 157 | F |

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 HW assignments (detailing what is expected, talking about the format etc.), I will not provide additional help on those before they are due but I am willing to chat after you have handed it in.

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. For example, "What is 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.

Communication with the grader: The grader's role is to grade your assignments, not to provide instruction or to defend grade decisions. You may contact the grader to get clarification regarding his/her rationale for a grade, but it is inappropriate to ask for the grader to change the grade. If you want the grade changed, or if you have substantive conceptual questions or problems with your grade, contact me. Unfortunately, the UofM policy is that you may also not meet out of class with the grader – but that's what my office hours are for!! So come see me.

Academic Integrity and Original Work Policy

Academic Integrity: All students in this course will be held to high standards of scholarship and integrity. Personal responsibility and integrity are assumed, and all forms of academic dishonesty and misconduct are prohibited. Academic dishonesty may be understood as any action or attempted action that may result in creating an unfair academic advantage for you or an unfair academic advantage or disadvantage for any other member or members of the class. The instructor will not tolerate any conduct, without regard to motive, that violates the academic integrity and ethical standards of the

University community. Issues of academic integrity will be handled according to the policies established by LSA.

<http://www.lsa.umich.edu/academicintegrity/procedures/index.html>

Collaboration: I strongly encourage discussion outside of class. Collaboration will be especially valuable in summarizing the reading materials and picking out the key concepts. You must, however, write your assignments on your own and indicate with whom you worked.

Plagiarism: All written submissions must be your own, original work. You may incorporate selected excerpts from publications by other authors, but they must be clearly marked as quotations and must be attributed to their source, which must be referenced in a section at the end of your document titled “References”. If you build on the ideas of prior authors, you must cite their work. All substantive writing and ideas must be your own or be explicitly attributed to another.

Students with Disabilities

Students with Disabilities: The University of Michigan provides reasonable accommodations for all students with disabilities. To ensure that your needs are met in a timely manner, please contact the instructor with any requests for accommodation as early in the term as possible. For additional information on services and support, visit UM Services for Students with Disabilities at: <http://www.umich.edu/~sswd/>.

Absences

It is your responsibility to notify me when you will be absent. I assume that if you are not in class, you will email me. I do not need to know why you are not attending, but it is easier to plan in class activities if I know how many people will be in class that day.

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Introduction (Jan. 4, 9)

→ (Day 1, Day 2)

In Class: 5 minute paper #1 due at the end of class

- Experiments

Theory and Experiments (Jan. 11, 16; pp. 72)

→ (Day 3, Day 4)

In Class: 5 minute paper #2 due at the end of class

HW: DQ #1 Incentives due at Jan. 11

- 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

- 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?"
- Friedman and Cassar. 2004. Economics Lab, "First Principles: Induced Value Theory," Chapter 3. (6 pp.)

Why do you do what you do? 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. (7 pp.)
- Bertrand, M. and S. Mullainathan. 2001. "Do People Mean What They Say?" *American Economic Review*, 91(2): 67-72. (5 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. (8 pp.)

Reciprocity & Case I – Work Day (Jan. 18, 23; pp. 70)

→ (Day 5, Day 6)

In Class: Find and Describe #1 due at the end of class

Readings

- Influence, Chap.1 and 2 (50 pp.)
- Berg et al. 1995. "Trust, Reciprocity and Social History." *Games and Economic Behavior*, 10: 122-142. (20 pp.)

Obedience to Authority & Soc. Influence (Jan. 25, 30; pp. 72)

→ (Day 7, Day 8)

In Class: 5 minute paper # 3 due at the end of class (see p.196 in Cialdini)**HW: DQ #2 Authority due at Jan. 25**

- **Milgram video**

Readings for obedience to authority

- Influence, Chap. 6, pp.174-196 (I do not expect you do the study questions. Those are for you to read and think about.)
- 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: 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.

Readings for social influence

- Cialdini and Goldstein. 2004. "Social Influence: Compliance and Conformity." *Annual Rev. Psychol.* 55: 591-621.

Social Identity (Feb. 1, 6; pp. 48)

→ (Day 9, Day 10)

HW: DQ # 3 Tajfel and Turner due at Feb. 1**HW: DQ # 4 Akerlof and Kranton due at Feb. 6****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://identityeconomics.org/lectures/akerlof-lecture-at-western-university/>
 - Hear it from R. Kranton in 55 minute talk.
 - <http://identityeconomics.org/lectures/lecture-at-the-university-of-richmond/>

Soc. Comparison & Review (Feb. 8, 13; pp. 52)

→ (Day 11, Day 12)

In Class: Quiz #1 today on Festinger & Knez et al. (Feb 8)**Readings**

- Festinger, L. 1954. "A Theory of Social Comparison Processes." *Human Relations*, 7(2): 117-40.
 - Optional additional background: 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.
 - Optional additional background: 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.
- 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.

Review & Case I Outline (Feb. 15) - Bring computers

→ (Day 13)

HW: Case study paper draft outline & first paragraph due**In Class: Outlining in groups due at the end of class****Mid-Term (Feb. 20)**

→ (Day 14)

Mid-Term closed book and no notes (80 minutes)

Spring Break (Feb. 24 to Mar. 5)

Extra Credit Experiments possible

Soc. Information: psychology (Feb. 22, Mar. 6; pp. 120)

→ (Day 15, Day 16)

In Class: Find and Describe #2**Readings**

- Asch, S. E. 1956. "Studies of Independence and Conformity: A Minority of One Against a Unanimous Majority." *Psychological Monographs*, 70(9, No. 416): 1-70.
- 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. (8 pp.)
- Influence, Chap. 4 (42 pp.)

Social Information: economics (Mar. 8, 13; pp. 42)

→ (Day 17, Day 18)

HW: DQ # 5 Cason and Mui due at Mar. 8**HW: DQ # 6 Krupka and Weber due at Mar. 13****Readings**

- Cason, T. N. and V. Mui. 1998. "Social Influence in the Sequential Dictator Game." *Journal of Mathematical Psychology*, 42(2-3): 248-265.
- Cialdini et al. 1990. "A focus theory of normative conduct: Recycling the concept of norms to reduce littering in public places." *Journal of Personality and Social Psychology*, 58 (6): 1015-1026. (11 pp.)
- Krupka, E. and R. A. Weber. 2009. "The focusing and information effects of norms on pro-social behavior," *Journal of Economic Psychology*, 30(3): 307-320. (13 pp.)

Similarity / Liking; moderating factors (Mar. 15; pp. 74)

→ (Day 19)

HW: DQ # 7 Croson and Shang due at Mar. 15**Handout: Exam questions list****Readings**

- Influence, Chap. 5, pp.141-172 (31 pp.)
- Shang, J. and R. Croson. 2009. "A Field Experiment in Charitable Contribution: The Impact of Social Influence on the Voluntary Provision of Public Goods." *The Economic Journal*, 119: 1422-1439. (17 pp.)
- Shang, J., A. Reed, and R. Croson. 2008. "Identity Congruency Effects on Donations" *Journal of Marketing Research* XLV: 351-361 (10 pp.)
- Croson, R. and J. Shang. 2008b. "The impact of downward social information on contributions decisions." *Experimental Economics*, 11(3): 221-233. (12 pp.)
- Croson R. and J. Shang. 2013. "Limits of Social Influence on the Voluntary Provision of Public Goods: Evidence from Field Experiments." *Economic Inquiry*, 51(1): 473-477. (4 pp.)

Case I – Work Day (Mar. 20)

→ (Day 20)

Case II – Preparation and Presentation (Mar. 22, 27)

→ (Day 21, Day 22)

Case III – Preparation and Presentation (Mar. 29, Apr. 3)

→ (Day 23, Day 24)

HW: Grace assignment due at Mar. 29

You may hand in one DQ redo. Please see the comments under Discussion Questions for instructions about the format of handing in a resubmission.

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.

Case IV – Preparation and Presentation (Apr. 5, 10)

→ (Day 25, Day 26)

Wrap Up (Apr. 12)

→ (Day 27)

Final Exam Study and Review (Apr. 17)

→ (Day 28)

HW: 4 copies of responses to 3 exam questions today

- Today you will bring 3 copies of your responses to 3 exam questions to be shared with your classmates. You will break out into groups and give each other feedback on these responses.
- The fourth copy is handed in to me (hard copy). Each response will be graded on 1 point, 0 or -1 point. If you are absent, then you will automatically receive -1 for this assignment. That means there are a total of 3 points to be had for this assignment.

No Class (Apr. 19)**HW: Case Study I paper due****FINAL EXAM: Apr. 23, 4:00 pm – 6:00 pm**