

**GRAD-E1228: Psychology for Policy Analysis and Implementation**  
**Ruth K. Ditlmann, PhD**

**1. General Information**

|              |  |
|--------------|--|
| Class Time   | 18:00-20:00  |
| Venue        | Room 2.32  |
| Convener     | Dr. Ruth K. Ditlmann   |
| Office       |  |
| E-Mail       | ditlmann@wzb.eu  |
| Telephone    | 03025491457  |
| Assistant    | Amanda Slater ( <a href="mailto:slater@hertie-school.org">slater@hertie-school.org</a> ) |
| Office Hours | Room 3.20  |

Instructor Information:

Ruth K. Ditlmann is Research Fellow in the Department of Migration, Integration and Transnationalization, WZB Berlin Social Science Center: <https://www.wzb.eu/en/persons/ruth-katharina-ditlmann>

**2. Course Contents and Learning Objectives**

The course covers how basic concepts from behavioural research in social psychology and judgment and decision making can shape policy formulation and implementation. Central themes include a detailed analysis of human judgment and decision making, and how a variety of motives and situational forces can affect people's choices and behaviour. Combined, these topics have important implications for policy design that affects individuals as well as the functioning of the organizations that determine those policies. Lecture material is drawn from basic psychological research and from behaviourally-informed policy analysis. Students work with the instructor and each other to identify the relevance of this material for policy and management through discussion and written assignments.

Many topics will be addressed over the course of the semester. Each session will begin with a lecture that introduces a broad topic, or sometimes two related topics. The lecture will be followed by discussion of the lecture topics, readings and assignments (see below).

**3. Grading and Assignments**

Your project for this course is to develop a government or private non-profit strategy designed to bring about a change in social behaviour – presumably the reduction of harmful behaviour and/or the promotion of more constructive or beneficial behaviour. You will work on this project in groups of three over course of the semester. The assignments are designed to guide you through this process. In Assignment 1, you will analyse how features of the situation influence behaviour, using a couple of policy-relevant examples. In Assignment 2, you will analyse several policies designed to change behaviour – what do they get right, and what do they overlook? In Assignment 3, you will choose a topic individually to practice the behavioural mapping framework.

Instructions for each assignment will be posted on Moodle one week before the deadline. All assignments should be double-spaced with one-inch margins and 12-point font such as Times New Roman. Please include your individual ID number assigned for blind grading and page numbers at the top of the document. All assignments should be submitted via Moodle and will be returned graded after the next lecture. If for any reason you are unable to submit your assignment on time, you must email the instructor at least 24 hours in advance of the deadline. My expectation is that this will be a rare event.

Your final project write-up should be 15-20 pages long and follow the same format as the assignments. In the final week of the semester, there will be a poster session. This informal event gives all groups the opportunity to showcase their final project to the class. At least one member of your group is expected to be present at your poster to discuss the project throughout the session.

Composition of Final Grade:

|                      |     |
|----------------------|-----|
| Midterm Exam         | 40% |
| Assignments (2*7.5%) | 15% |
| Project Presentation | 5%  |
| Project Write-up     | 40% |

Late submission of assignments:

For each day the assignment is turned in late, the grade will be reduced by 10% (e.g. submission two days after the deadline would result in 20% grade deduction).

Attendance: Students are expected to be present and prepared for every class session. Active participation during lectures and seminar discussions is essential. If unavoidable circumstances arise which prevent attendance or preparation, the instructor should be advised by email with as much advance notice as possible. Please note that students cannot miss more than two sessions. For further information please consult the Examination Rules §4.

Academic Integrity: The Hertie School of Governance is committed to the standards of good academic and ethical conduct. Any violation of these standards shall be subject to disciplinary action. Plagiarism, deceitful actions as well as free-riding in group work are not tolerated. See Examination Rules §11.

**4. General Readings**

Thaler, R. H., & Sunstein, C. R. (2008). *Nudge*. New Haven, CT: Yale University Press.  
Kahneman, D. (2010). *Thinking fast and slow*. England: Penguin Random House.

## 5. Session Overview

| Session  | Session Date | Session Title   |
|--|--------------|---|
| 1  | 15.09.2016   | Introduction to Psychology for Policy Analysis  |
| 2  | 22.09.2016   | <b>Empirical Foundations</b><br><i>Complete survey</i>  |
| 3  | 29.09.2016   | <b>Behavioral Science 1 (Heuristics and biases)</b><br><i>Assignment 1 due</i>  |
| 4  | 6.10.2016    | <b>Behavioral Science 2 (Prospect theory)</b>   |
| 5  | 13.10.2016   | <b>Behavior Change (Motivation)</b>   |
| 6  | 20.10.2016   | <b>Moral Decision Making</b>  |
| <b>Mid-term Exam Week: 24 -28 October 2016</b> |              |   |
| 7  | 3.11.2016    | <b>Guest Lecture: H el ene Giacobino, Executive Director, J-PAL Europe.</b>   |
| 8  | 10.11.2016   | <b>Experiencing and Perceiving Inequality</b><br><i>Assignment 2 due on 13.11.2016 midnight</i>   |
| 9  | 17.11.2016   | <b>The Ethics of Nudging (Guest Speaker Robert LePenies, WZB)</b>   |
| 10   | 24.11.2016   | <b>National Identity, Nation Building and Immigrant Integration</b>   |
| 11   | 1.12.2016    | <b>Prejudice, Stigma and Conflict Resolution</b>  |
| 12   | 8.12.2016    | <b>Guest Lecture: Monica Wills Silva, Advisor, The Behavioural Insights Team, UK</b><br><b>Poster Session (Students present final projects)</b><br><i>Final Paper due: 31.12.2016</i> |

## 6. Course Sessions and Readings

### Session 1: 15.09.2016

#### Introduction to Psychology for Policy Analysis

|                            |  |
|----------------------------|--|
| <b>Aim</b>                 | Discuss how psychology can be useful for policy-making   |
| <b>Required Readings</b>   | Ross, L. & Nisbett, R. (1991). <i>The person and the situation</i> . Selections from Chapter 1 (pp. 1-17) and Chapter 8 (204-227). New York: McGraw-Hill.<br><br>Shafir, E. (Ed.). (2012). <i>The behavioral foundations of public policy</i> . Princeton: Princeton University Press. Foreword.<br><br>Thaler, R. H., & Sunstein, C. R. (2008). <i>Nudge</i> . Yale University Press. Chapter 1 |
| <b>Additional Readings</b> | Shafir, E. (Ed.). (2012). <i>The behavioral foundations of public policy</i> . Princeton: Princeton University Press. Introduction.  |

### Session 2: 22.09.2016

#### Empirical Foundations

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|----------------------------|--|
| <b>Aim</b>                 | Brief introduction to the empirical foundations of a behavioural approach  |
| <b>Required Readings</b>   | Datta, S., & Mullainathan, S. (2014). Behavioral design: A new approach to development policy. <i>Review of Income and Wealth</i> , 60(1), 7-35.<br><br>Glennester, R., & Takavarasha, K. (2013). Running randomized evaluations: A practical guide. Chapter 2, Modules 3 & 4. |
| <b>Additional Readings</b> | Glennester, R., & Takavarasha, K. (2013). Running randomized evaluations: A practical guide. Chapter 1 & 2, in particular, rest of book as well.   |

### Session 3: 29.09.2016

#### Behavioral Science 1 (Heuristics and biases)

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|----------------------------|--|
| <b>Aim</b>                 | Learn how humans use heuristics and biases when making decisions and judgements.   |
| <b>Required Readings</b>   | Kahneman, D. (2010). Thinking fast and slow, Chapters 8, and 10-15 (skip 13).<br><br>Mischel, W., Shoda, Y., & Rodriguez, M. I. (1989). Delay of gratification in children. <i>Science</i> , 244(4907), 933-938. |
| <b>Additional Readings</b> | Kahneman, D. (2010). Thinking fast and slow, Chapters 1-5.   |

### Session 4: 6.10.2016

#### Behavioral Science 2 (Prospect theory)

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|----------------------------|--|
| <b>Aim</b>                 | Introduction to Kahneman and Tversky's nobel prize winning theory and how it can help with policy analysis and implementation.   |
| <b>Required Readings</b>   | Kahneman, D. (2010). Thinking fast and slow, Chapters 25-29 (inclusive).<br>Thaler, R. H. (1999). Mental accounting matters. <i>Journal of Behavioral Decision Making</i> , 12(3),183-206. Focus on pages 183 – 188.<br>Pratto, F., Glasford, D., & Hegarty, P. (2006). Weighing the prospects of war. <i>Group Processes and Intergroup Relations</i> , 9, 219-233. |
| <b>Additional Readings</b> | Shafir, E. (Ed.). (2012). <i>The behavioral foundations of public policy</i> . Chapters 12, 13, 23.  |

### Session 5: 13.10.2016

#### Behavior Change (Motivation)

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|----------------------------|---|
| <b>Aim</b>                 | Learn important psychological theories about behavior change and how they have been applied to policy-making.   |
| <b>Required Readings</b>   | Walton, G. M. (2014). The new science of wise psychological interventions. <i>Current Directions in Psychological Science</i> , 23(1), 73-82.<br>Prentice, D., & Miller, D. (2012). Psychological levers of behavioral change. In Shafir, E. (Ed.). <i>The behavioral foundations of public policy</i> . Chapter 17.<br>Prentice, D. A. (2012). The psychology of social norms and the promotion of human rights. In R. Goodman, D. Jinks, & A. K. Woods (Eds.), <i>Understanding social action, promoting human rights</i> (pp. 22-46). New York: Oxford University Press. |
| <b>Additional Readings</b> | Shafir, E. (Ed.). (2012). <i>The behavioral foundations of public policy</i> . Chapter 18.<br>Kerr, S. (1995). On the folly of rewarding A while hoping for B. <i>Academy of Management Executive</i> , 9, 7-14.  |

### Session 6: 20.10.2016

#### Moral Decision Making

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| <b>Aim</b>                 | Learn about human morality and how we make decisions about some of the most contested issues in the moral domain.  |
| <b>Required Readings</b>   | Hofmann, W., Wisneski, D. C., Brandt, M. J., & Skitka, L. J. (2014). Morality in everyday life. <i>Science</i> , 345(6202), 1340-1343.<br>Haidt, J. (2001). The emotional dog and its rational tail: a social intuitionist approach to moral judgment. <i>Psychological Review</i> , 108(4), 814 – 834.<br>Rand D.G., Greene J.D., & Nowak M.A. (2012). Spontaneous giving and calculated greed. <i>Nature</i> , 489, 427–430. |
| <b>Additional Readings</b> | Wolsko, Ariceaga, & Seiden (2016). Red, white, and blue enough to be green: Effects of moral framing on climate change attitudes and   |

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|  | conservation behaviors. <i>Journal of Experiment and Social Psychology</i> , 65, 7-9. |
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### Mid-term Exam Week: 24 -28 October 2016

#### Session 7: 3.11.2016

**Guest Lecture: H el ene Giacobino, Executive Director, J-PAL Europe.**

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|----------------------------|---|
| <b>Aim</b>                 | Learn how a behavioural perspective is applied by J-PAL Europe                                |
| <b>Required Readings</b>   | <a href="https://www.povertyactionlab.org/europe">https://www.povertyactionlab.org/europe</a> |
| <b>Additional Readings</b> |   |

#### Session 8: 10.11.2016

**Experiencing and Perceiving Inequality**

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|----------------------------|--|
| <b>Aim</b>                 | Learn how poverty affects the brain and how and why people sometimes support systems that harm them.   |
| <b>Required Readings</b>   | Jost, J. T., & Hunyady, O. (2005). Antecedents and consequences of system-justifying ideologies. <i>Current Directions in Psychological Science</i> , 14(5), 260-265.<br><br>Mani, A., Mullainathan, S., Shafir, E., & Zhao, J. (2013). Poverty impedes cognitive function. <i>Science</i> , 341(6149), 976-980. |
| <b>Additional Readings</b> | Napier, J., & Jost, J. T. (2008). Why are conservatives happier than liberals? <i>Psychological Science</i> , 19(6), 565-572.  |

#### Session 9: 17.11.2016

**The Ethics of Nudging (Guest Speaker Robert Lepenies, WZB)**

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|----------------------------|---|
| <b>Aim</b>                 | Reflect about ethical challenges that face policy-makers and others who apply a nudging approach  |
| <b>Required Readings</b>   | Barton, A., & Gr une-Yanoff, T. (2015). From Libertarian Paternalism to Nudging—and Beyond. <i>Review of Philosophy and Psychology</i> , 6(3), 341-359. |
| <b>Additional Readings</b> |   |

#### Session 10: 24.11.2016

**National Identity, Nation Building and Immigrant Integration**

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|--------------------------|--|
| <b>Aim</b>               | Introduction to psychological research that is relevant for immigration and citizenship policies, immigrant integration and nation building. |
| <b>Required Readings</b> | Becker, J. C., Enders-Comberg, A., Wagner, U., Christ, O., & Butz, D. A.   |

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|                            | <p>(2011). Beware of national symbols: How flags can threaten intergroup relations. <i>Social Psychology</i>, 43(1), 3-6.</p> <p>Yogeeswaran, K., &amp; Dasgupta, N. (2014). Conceptions of national identity in a globalized world: antecedents and consequences. <i>European Review of Social Psychology</i>, 25(1), 189-227.</p> <p>Ditlmann, R. K., &amp; Lagunes, P. (2014). The (identification) cards you are dealt: Biased treatment of Anglos and Latinos using municipal-issued versus unofficial ID cards. <i>Political Psychology</i>, 35(4), 539-555.</p> |
| <b>Additional Readings</b> | <p>Devos, T., &amp; Banaji, M. R. (2005). American= white? <i>Journal of Personality and Social Psychology</i>, 88(3), 447-466.</p> <p>Pehrson, S., Vignoles, V. L., &amp; Brown, R. (2009). National identification and anti-immigrant prejudice: Individual and contextual effects of national definitions. <i>Social Psychology Quarterly</i>, 72(1), 24-38.</p>  |

### Session 11: 1.12.2016

#### Prejudice, Stigma and Conflict Resolution

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|----------------------------|---|
| <b>Aim</b>                 | Introduction to the psychology of intergroup relations  |
| <b>Required Readings</b>   | <p>Dixon, J., Levine, M., Reicher, S., &amp; Durrheim, K. (2012). Beyond prejudice: Are negative evaluations the problem and is getting us to like one another more the solution?. <i>Behavioral and Brain Sciences</i>, 35(06), 411-425.</p> <p>Paluck, E. L. (2009). Reducing intergroup prejudice and conflict using the media: a field experiment in Rwanda. <i>Journal of Personality and Social Psychology</i>, 96(3), 574-587.</p> |
| <b>Additional Readings</b> | Hameiri, B., Bar-Tal, D., & Halperin, E. (2014). Challenges for peacemakers: How to overcome the socio-psychological barriers. <i>Policy Insights from the Behavioral and Brain Sciences</i> , 1, 164-171.  |

### Session 12: 8.12.2016

#### Guest Lecture: Monica Wills Silva, Advisor, The Behavioural Insights Team, UK

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|----------------------------|---|
| <b>Aim</b>                 | Learn how a behavioural perspective is applied by Behavioural Insights Team, UK           |
| <b>Required Readings</b>   | <a href="http://www.behaviouralinsights.co.uk/">http://www.behaviouralinsights.co.uk/</a> |
| <b>Additional Readings</b> |   |