

## **LDST 390:01 ST: Behavioral and Experimental Economics and Leadership Spring 2022**

**Instructor:** Dr. Haley Harwell

**Email:** hharwell@richmond.edu

**Class Time:** Section 01: Wednesday and Friday 10:30am-11:45am

**Class Location:** JPSN 109

**Office Hours:** By appointment

**Office Location:** JPSN 130

**Course Website:** <http://blackboard.richmond.edu/>

### **DESCRIPTION AND GOALS OF THE COURSE:**

In this class, we will explore leadership in the most general sense through the lens of behavioral and experimental economics. This course will be a survey of some of the recent literature in behavioral and experiential economics and illustrate the methods used within these growing fields of economics. For the last 30 years, economists have been running controlled experiments to learn about economic behavior; literally, thousands of studies have been run. We will discuss some of the most relevant studies to explore leadership through a lens of economic behavior and decision making. We will discuss topics that include decision-making under uncertainty and risk, social preferences, trust, fairness, empathy, social pressure, charitable giving, biased beliefs, discrimination, self-selection, and gender differences. This course will explore how leadership influences individual economic decision making. Students will also be provided with a working knowledge of proper techniques for conducting experiments. By the end of the semester, students should have knowledge that will allow them to have a deeper understanding of behavioral and experimental economics with respect to leadership and followership.

### **READINGS and REQUIRED TEXTS:**

The readings for this course consist of a mix of empirical social science and economics articles and more popular readings based on social science and economic research. The readings will be available through Blackboard. The readings will be available on Blackboard the week before it will be discussed in class. The assigned readings provide the background and context for classroom lecture and discussion. PLEASE read the readings **before** the class period during which they are discussed.

## **COURSE REQUIREMENTS:**

### **Evaluation for Course Grade**

20%-Class Participation and Class Activities

30%- Idea Briefs

30%- Group Project

20%- Quizzes (2 Total)

A+ 98-100	B+ 88-89	C+ 78-79	D+ 68-69	F <60
A 94-97	B 84-87	C 74-77	D 64-67	
A- 90-93	B- 80-83	C- 70-73	D- 60-63	
I will round grades as follows: 0.01-0.49 will round down; 0.5-0.99 will round up				

### **1. CLASS PARTICIPATION and CLASS ACTIVITIES (20%):**

This course is predicated on the active participation of all members. You are expected to log into all classes (see more information on Jepson attendance policy below), arrive on time, and fully engage in discussions and activities. The format of this class is a mixture of lectures, class discussions, group discussions, and activities. With respect to the discussion, I prefer to place the emphasis on quality instead of quantity. Engagement is considered cooperation and discussion in small group settings, classroom discussion, or questions sent to the professor through email or zoom chat. You must come to class fully prepared to discuss the assigned readings. The engagement grade will be broken into three five-week periods. Students will receive up to fifty points for each of the five-week periods. This grade will be posted on blackboard after the five-week period has finished. There is a maximum of 150 points available for class participation. There will also be multiple class activities and experiments. At the end of the semester, you will receive a maximum of 50 points, depending on your participation in classroom activities (this includes count and participation level). This will result in a total of 200 possible points for both class participation and classroom activities.

**2. IDEA BRIEFS (3 required) (30%):** For three topics covered, of the student's choice, they will write a short idea brief (3-5 pages) focusing on a research idea and potential experimental design related to the topic. The briefs should focus on the big picture questions that the research aims to answer, with a focus on the motivation and the experimental design used to explore it. This will be discussed more in-depth before the first idea brief is due. Due dates for Idea Briefs: 1) **Friday, February 25, 2022 by 11:59pm** 2) **Wednesday March 23, 2021 by 11:59pm** 3) **Friday, April 18, 2022 by 11:59pm**

**3. GROUP PROJECT (30%):** You will be put into groups of 3 or 4 and given clear direction on a group project. You will be placed into groups based on your interest and your idea briefs. The results will be presented at the end of the semester, as well as a group written portion during the final exam timeslot. This will be important to work on throughout the second half of the semester after the actual groups and interest are decided. There will also be a group member evaluation (peer evaluation) that will account for your final score in the group project. You will be giving feedback on your team members and their personal contributions and the quality of the work produced.

**4. QUIZZES (Assessments) (20%) (2 at 10% Each):** There will be two quizzes during the semester. These will take the place of your midterm and final exams. They will be completed in Blackboard, outside of class time. You will have multiple days to complete the quiz. The quizzes will obtain a few multiple choice and several short answer questions. There will be a time limit on the quizzes.

**Quiz 1: 3/16/22- 3/21/22**

**Quiz 2: 4/20/22-4/25/22**

## NOTES FOR SUCCESS (Jepson School of Leadership Studies Common Syllabus Insert):

### **1. Awarding of Credit**

To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.

[registrar.richmond.edu/services/policies/academic-credit.html](http://registrar.richmond.edu/services/policies/academic-credit.html)

### **2. Disability Accommodations**

Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.

[disability.richmond.edu/](http://disability.richmond.edu/)

### **3. Honor System**

The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: "I pledge that I have neither received nor given unauthorized assistance during the completion of this work."

[studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html](http://studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html)

### **4. Religious Observance**

Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.

[registrar.richmond.edu/planning/religiousobs.html](http://registrar.richmond.edu/planning/religiousobs.html)

### **5. Addressing Microaggressions on Campus**

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.<sup>1</sup> Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.<sup>2</sup>

Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).<sup>3</sup> A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.<sup>4</sup>

The University of Richmond is committed to building an inclusive community. To do so, the following resources are available to support our students: Spiders Against Bias (an anonymous peer to peer support network that aids microaggression and bias incident survivors in connecting to different resources) and the Bias Resource Team.<sup>5</sup> Additionally, this semester students are leading a series of workshops, ***Not So Slight: Combating mAcroaggressions***, for students to learn how to recognize microaggressions and how to have meaningful conversations around difficult topics in an aggression-free environment.

With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

---

<sup>1</sup> Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The Case for Cultural Competency in Psychotherapeutic Interventions. *Annual Review of Psychology*, 60(1), 525–548. <https://doi.org/10.1146/annurev.psych.60.110707.163651>

<sup>2</sup> Bergom, I., Wright, M.C., Brown, M.K. and Brooks, M. (2011), Promoting college student development through collaborative learning: A case study of *hevruta*. *About Campus*, 15: 19-25. <https://doi.org/10.1002/abc.20044>

<sup>3</sup> Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The Impact of Racial Microaggressions on Mental Health: Counseling Implications for Clients of Color. *Journal of Counseling & Development*, 92(1), 57–66. <https://doi.org/10.1002/j.1556-6676.2014.00130.x>

<sup>4</sup> Rolón-Dow, R. (2019). Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate. *NCID Currents*, 1(1). <http://dx.doi.org/10.3998/currents.17387731.0001.106>

<sup>5</sup> <https://commonground.richmond.edu/contact/bias-incidents/index.html>

## **HARWELL'S NOTES FOR SUCCESS:**

***Make-up Exams and Paper Extension Policy:*** Make-up and late work will only be allowed under **extraordinary circumstances**. All extensions, make-up exams, and late work must be approved beforehand, if at all possible, by the professor. These requests should accompany a letter from the Dean. Any late work will be docked by 10 points for each day it is late. All make-up exams and work may take a different form from the other students in the class. **A paper turned in late without an acceptable excuse will not be accepted.** Make-up exams are given under exceptional circumstances (and require a note from the Dean).

***Plagiarism:*** Students should be aware of university policies on plagiarism. Plagiarism in any form can result in failing the class or even expulsion. See the following link for advice on avoiding plagiarism. If you plagiarize, where plagiarism is direct copying of others' work or your own previous work (any sequence of 4 words or more) or use others' ideas without attribution, I will turn you in to the honor council and you could fail the assignment and/or course. Passing on materials from this class to others (e.g., depositing course materials in a "test bank" or online at resources sites) will be considered an honors violation. ALL work in this class is assumed to be pledged work and individual work unless you are explicitly asked to work collectively.

<http://writing2.richmond.edu/writing/wweb/english/plagiarism.html>

***Computers and Cell Phones:*** **Cell phones and laptops may not be used during class.** If you are experiencing a personal event that requires you to be online, please let me know before you use the device in class. If you have an academic accommodation that permits the use of a laptop or if you feel it is essential that you be able to take notes in class using your laptop, please see me so that arrangements can be made.

***Questions or Concerns:*** If you ever have questions outside of class, I encourage you to drop by my office. Outside of office hours, it is best to set up an appointment via email to ensure I am in my office when you come by. I will do my very best to arrange a time that works for both of our schedules. I am extremely eager to help students, but you must take the initiative to meet with me. In addition, if you have big questions or very in-depth questions, please schedule an appointment. I will not answer through email.

**This calendar is tentative AND subject to change.** As the class progresses through topics, discussion and the material, we may find that we need to spend more or less time on a topic. This will result in adjusting the schedule accordingly. Always consult Blackboard for the latest information about required readings, assignments and events.

WEEK	DATE		TOPIC
1	1/12/22	W	No Class
	1/14/22	F	Introductions and Class Overview
2	1/19/22	W	What are behavioral and experimental economics?
	1/21/22	F	Behavioral and Experimental Economics Overview and History
3	1/26/22	W	Behavioral and Experimental Economics Overview and History
	1/28/22	F	Economics/ Methodology / Terminology
4	2/2/22	W	Economics/ Methodology / Terminology
	2/4/22	F	Experimental Nuts and Bolts: Incentives Matter
5	2/9/22	W	Experimental Nuts and Bolts: Incentives Matter
	2/11/22	F	Irrationality
6	2/16/22	W	Irrationality
	2/18/22	F	Risk and Uncertainty
7	2/23/22	W	Risk and Uncertainty
	2/25/22	F	Trust and Cooperation
8	3/2/22	W	Trust and Cooperation
	3/4/22	F	No Class (Group Work Day)
9	<b>3/9/22</b>	<b>W</b>	<b>SPRING BREAK</b>
	<b>3/11/22</b>	<b>F</b>	<b>SPRING BREAK</b>
10	3/16/22	W	Public Goods and Common Pool Resources
	3/18/22	F	Public Goods and Common Pool Resources
11	3/23/22	W	Altruism: Charitable and Informal Giving
	3/25/22	F	Altruism: Charitable and Informal Giving
12	3/30/22	W	Altruism: Charitable and Informal Giving
	4/1/22	F	Nudges
13	4/6/22	W	Nudges
	4/8/22	F	Persuasion
14	4/13/22	W	Persuasion
	4/15/22	F	Gender and Discrimination
15	4/20/22	W	Gender and Discrimination
	4/22/22	F	Course Wrap-up, Group Work Day
	<b>4/25/22</b>	<b>Monday</b>	<b>Group Presentations</b>

## Other Campus Resources:

If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

**Academic Skills Center** ([asc.richmond.edu](http://asc.richmond.edu)): Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer tutors are listed on the ASC website. Email [Roger Mancastroppa \(rmancast@richmond.edu\)](mailto:rmancast@richmond.edu) and [Hope Walton \(hw Walton@richmond.edu\)](mailto:hw Walton@richmond.edu) for coaching appointments in academic and life skills.

**Boatwright Library Research Librarians:** ([library.richmond.edu/help/ask/](http://library.richmond.edu/help/ask/) or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide individual appointments, class library instruction, tutorials, and [research guides](http://libguides.richmond.edu) ([libguides.richmond.edu](http://libguides.richmond.edu)). Students can [contact an individual librarian](http://library.richmond.edu/help/liaison-librarians.html) ([library.richmond.edu/help/liaison-librarians.html](http://library.richmond.edu/help/liaison-librarians.html)) or ASK a librarian for help via email ([library@richmond.edu](mailto:library@richmond.edu)), text (804-277-9ASK), or [chat](http://library.richmond.edu/chat.html) ([library.richmond.edu/chat.html](http://library.richmond.edu/chat.html)).

**Career Services:** ([careerservices.richmond.edu](http://careerservices.richmond.edu) or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

**Counseling and Psychological Services** ([caps.richmond.edu](http://caps.richmond.edu) or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

**Disability Services** ([disability.richmond.edu](http://disability.richmond.edu)) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

**Speech Center** ([speech.richmond.edu](http://speech.richmond.edu) or 287-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.