SI 334: Persuasion and Social Influence
University of Michigan, School of Information
Winter 2021
Credit hours: 3

This version: 1/13/2021
The syllabus will be updated regularly. Please make sure to check for the latest version.

Click here to jump to course schedule

Time and Location:
Class meets Tuesdays, 10:00-11:30am (ET) and Thursdays 10:00-11:30am (ET)
Meetings are held online via Zoom (https://umich.zoom.us/j/96092574004) due to COVID-19
(lecture recordings will be made available via links on Canvas). Click that link to join -- note you must have a login with Zoom for this link to work.

Instructor:
Prof. Alain Cohn
adcohn@umich.edu
https://sites.google.com/site/alaincohn/
Office: 4340 North Quad I am working from home due to COVID-19.
Office hours: Drop-In (no appointment) on Thursdays, 3:30-4:30pm (ET) and also by appointment
Office hours are held online via Zoom (https://umich.zoom.us/j/93672484113) due to COVID-19. Click that link to join -- note you must have a login with Zoom for this link to work.

GSI:
Yingzhi Liang
yingzhi@umich.edu
https://sites.google.com/a/umich.edu/yzliang/home
Office hours: Drop-In (no appointment) on Wednesdays, 9:00-10:00am (ET) and also by appointment
Office hours are held online via Zoom (https://umich.zoom.us/j/93136823635) due to COVID-19. Click that link to join -- note you must have a login with Zoom for this link to work.
Course Description

Persuasion and social influence are powerful tools that can be used to change people's attitudes and behaviors in many domains of everyday life. For example, you may decide to specialize in UX design and end up working as an information architect. How can you motivate and persuade users to make decisions that lead to conversion? Alternatively, you may get a job as product manager and be responsible for the development of a new product. How can you bring every member of your team on board and convince them of your strategy? Or perhaps you are going to work for a non-profit that provides needed resources for people living in poverty. How can you raise funds for your organization? These are all questions of persuasion and social influence—the many ways we can influence others. This course will cover the key concepts and techniques of persuasion and social influence based on empirical (mostly experimental) findings from the fields of psychology, economics, and political science. You will learn how to employ those techniques to nudge people to do what you want them to do. You will also learn the ways to protect yourself (and others) from unwanted influence.

Learning Objectives

1. Understand how the human mind functions
2. Explain research designs and interpret empirical findings
3. Critically assess existing information architectures
4. Apply tools of persuasion and influence to affect/improve choices
5. Develop new solutions and assess their effectiveness

Course Requirements

- Students from any program are welcome.
- This course is intended for bachelor students.
- Some familiarity with statistical methods (e.g. regression) and basic knowledge of psychology and economics is not required but useful.

Expectations

- Read assigned readings before class
- Attend ALL lectures (or watch recordings)
- Submit homework assignments on time
- Reach out to instructor/GSI for questions or special requests
- Be active and respectful in class
- Work about 6-8 hours/week outside of class
Required Books
There ARE required books. You can buy those books anywhere you would like. Other readings will be made available on Canvas.


Other Readings:
The remaining readings are available online via Canvas.

Assignments
- Assignments that will be graded need to be submitted via Canvas (unless noted otherwise).
- Each assignment turned in should be properly labeled (name, U-M uniquename, assignment type and number).
- Group assignments: one submission per group is enough, but make sure to write down all group members who contributed.
- We are committed to grade your assignments within two weeks of submission (but cannot guarantee it).

Homework Assignments (graded):
- *Case Studies (2*15 points)*: You will work in groups (4-5 students each) on two case studies. One is about a design problem and the other is about a management problem. More details (incl. grading policy) will follow in due time. The idea is that you create short videos (8 minutes or less) in which you lay out potential solutions to the problem using the knowledge acquired in class (you can decide the number of presenters per group). We will then randomly select some videos to watch and comment on together in class. The videos will be graded by the instructional team. Each group member can earn up to 15 points per case study (same points for each group member).

- *Students Ask (5*4 points)*: On certain days (see schedule below), each student will submit a question in writing about the lecture content currently covered in class. You can ask anything related to the topic. This includes clarifying questions, questions that result from your own observations or experiences, or (and this is the preferred option) you can ask questions that advance our discussion of a particular topic. For each assignment, I will pick one question that I think will be of broader interest and then we will discuss it together at the beginning of the
next class. These assignments are relatively short. You should first provide some context and then formulate a question typically using a single sentence with a question mark at the end. Here is an example:

*Some social norms seem to persist over decades such as perceptions of LGBTQ people in society, whereas other social norms change rapidly, even seasonally, such as fashion trends. What causes some social norms to have such long-term persistence while other social norms change so quickly?*

Questions need to be submitted by the end of the day as scheduled (see schedule). Each question will be graded based on the following three criteria: (i) clarity, (ii) relevance, (iii) originality, and (iv) depth. You can earn up to 4 points per question depending on how well you meet those criteria (max. 1 point for each criterion). For example, a clarifying question is unlikely to result in 4 points because it will almost certainly lack depth. A question that will spark an interesting discussion will more likely yield 4 points (unless it’s formulated poorly). The goal of this assignment is that you critically think about the lecture content and that you engage with the material beyond what we discuss in class. Although there will not be any make-up opportunities for failing to submit a question, only your 5 best scores (out of 6) will count towards your final grade.

- **Essay about Ethics of Persuasive Design (20 points):** Tech companies often use persuasive design features to increase the time users spend on their websites, social media platforms or apps. For example, video and social media sites like Netflix, Youtube, and Facebook autoplay the next video after a countdown. Snapchat has a feature called “Snapstreak” that displays how many days in a row two friends have texted each other and rewards streaks with emojis.

Write a short essay (word limit: 1,000 words or about 2 pages) about the ethics of persuasive designs. Specifically, students should pick one real example (or several similar ones) of how tech companies exploit people’s psychological vulnerabilities, (i) describe which persuasion technique(s) is/are being used and how they work, (ii) explain why these examples are ethically questionable, and (iii) formulate a set of ethics rules or guidelines that companies could adopt to prevent this from happening. For example, Warren Buffett directs all his employees to ask themselves “if you are wondering whether something is ethical, think about whether you would want it on the front page of the NYT.” A good starting point for the essay is the following blog entry: [https://bunnyfoot.com/2018/04/design-persuasion-ethical/](https://bunnyfoot.com/2018/04/design-persuasion-ethical/). Apply the course material and search for relevant academic articles (scholar.google.com), media articles, blog entries and other sources (be critical about the source of information even if it’s an academic article; cite the work like you would in an academic article). You can earn up to 20 points for the essay, depending on the quality of the writing and arguments. In particular, we will grade the essays based on the same criteria as the students ask assignment, i.e., (i) clarity, (ii) relevance, (iii) originality, and (iv) depth (max. 5 points for each criterion). The first draft of the essay needs
to be submitted midway through the semester (see schedule). We will then provide you with feedback on your first draft (no grading). The final draft, which will be graded, needs to be submitted by the end of the semester (see schedule).

Homework Assignments (not graded):

- **Professor Asks (12):** About every week (see schedule), we will post a multiple choice question related to the lecture content in that week. These questions will not be graded. Instead, they are intended to help you monitor your understanding of the course material and prepare for the midterm and final exams. We will discuss the solutions at the beginning of the next class.

Extra Points:

- **Finding Everyday Examples (8 points):** Write a short piece (word limit: 500 words or about 1 page) or give a short presentation (if time permits) about something interesting that is related to the course material and worth sharing with your classmates. This could be a newspaper or research article, and ad, a picture you took, etc. Hearsay is not enough, you need to be able to document your observation (e.g. newspaper clipping; do not forget to cite the relevant work). If you think you have something worth sharing, email the instructional team to get approval (adcohn@umich.edu and yingzhi@umich.edu). You can submit up to three proposals (a few sentences describing what you are planning to do), but you can submit only one final report (or presentation). You can earn up to 8 points for this assignment, depending on the same criteria as the students ask assignment, i.e., (i) clarity, (ii) relevance, (iii) originality, and (iv) depth (max. 2 points for each criterion). The last day to submit a proposal is April 6, and the final reports need to be submitted by April 15 (see schedule).

- **Catch Me if You Can (15 points):** Watch the movie “Catch Me if You Can” (2002) by Steven Spielberg and write a short report (word limit: max. 1,000 words or about 2 pages) about how the lead character, Frank Abagnale Jr., employs persuasion tactics to deceive other movie characters. In particular, you should focus on the six persuasion tactics proposed by Cialdini: (1) reciprocity, (2) consistency and commitment, (3) social validation, (4) liking, (5) obedience to authority, and (6) scarcity. Your task is to (i) identify up to five scenes (write down the timing of the scenes) of which each portrays a different tactic, (ii) discuss how effective the persuasion was in each of those scenes (which tactic seemed most effective?), and (iii) discuss whether those tactics are legal or not. You can earn up to 15 extra points (max. 3 points for each scene/tactic). The movie can be rented amazon, Youtube etc. for $2.99. The last day to submit this assignment is April 20.
• **Course Evaluation (5 points):** You can earn **up to 5 extra points** for filling out the course evaluation form towards the end of the semester. Extra points will be awarded based on the percentage of students in this class who complete the evaluation (you will earn bonus points only if you completed the evaluation):
  ✓ ≥60% completion rate: everyone earns 1 extra point
  ✓ ≥75% completion rate: everyone earns 3 extra points
  ✓ ≥90% completion rate: everyone earns 5 extra points

**Exams**

• **Practice Exam:** We will hand out a practice exam shortly before the midterm exam. You will be asked to work on the practice exam on your own, and then we will discuss the solutions in class.

• **Midterm Exam (40 points):** TBD, 60 minutes. The exam will include multiple choice questions and short and long answer questions.

• **Final Exam (60 points):** TBD, 100 minutes. The exam will include multiple choice questions and short and long answer questions.

If you experience technical difficulties with signing in, accessing, completing, or submitting the assessment or should you lose internet connectivity during the exam time, then you should **immediately email the instructional team** (adcohn@umich.edu and yingzhi@umich.edu) and/or send them a **message via Slack** for assistance and to register the difficulty you are having with the system. Finally, document your need for assistance by emailing 4HELP@umich.edu or calling 734.764.HELP (4357).

The instructional team will be on stand-by during examination time periods to ensure that we receive your call and can provide you with immediate assistance. In the case of a timed assessment, your testing time will be counted from the time you are able to log in (or re-enter the system) to ensure that you have the full time allotted for all assessments.

Finally, it’s always a good idea to have a back-up plan! If you encounter technical problems, you can:
  • Create a pdf and email that, if submission methods don’t work.
  • Send screenshots or photos of the screen to verify the problem.
  • Take a make-up exam, once you have verified the issues you’re having with the technology.
Grading Policy

The grading system is point-based with no curving. This means that every student can earn an “A” if he/she accumulates 136 points or more by the end of the semester. 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 don’t discuss grades, but I can explain them.

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
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<tbody>
<tr>
<td>Case Studies (2), 15 points each</td>
<td>30</td>
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<tr>
<td>Students Ask (5 out of 6), 4 points each</td>
<td>20</td>
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<tr>
<td>Essay about Ethics of Persuasive Design, 20 points</td>
<td>20</td>
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<tr>
<td>Midterm exam</td>
<td>30</td>
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<td>Final exam</td>
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<td><strong>Total points</strong></td>
<td><strong>140</strong></td>
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<tr>
<td>Finding Everyday Examples</td>
<td>8</td>
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<tr>
<td>Movie “Catch Me If You Can”</td>
<td>15</td>
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<tr>
<td>Course Evaluation</td>
<td>5</td>
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<tr>
<td><strong>Total extra points</strong></td>
<td><strong>28</strong></td>
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<tr>
<th>Scale</th>
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<tr>
<td>More than 140</td>
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<td>136-140</td>
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<td>131-135</td>
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<td>85 or less</td>
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* Students receiving an NRC will be able to request that it be converted to a letter grade. Details will be forthcoming about the process to convert to letter grades. UMSI also continues its flexible withdrawal policy, allowing students to withdraw from a course without a “W” appearing on the official transcript at any time up until the last day of classes.
Class Policies

Communication Expectations:
We are here to help if you need assistance during the semester. There are different options available, depending on the nature of the request.

- All official announcements will be made via Canvas.

- UMSI has now official course channels on Slack. The instructional team is committed to answer any course related questions within 24 hours. Use the direct message feature if you want to submit a confidential question. Students can also use the course channel to provide support to each other. Students will need to opt in to use this Slack instance at https://slack.si.umich.edu/ (one time for all courses). No one will get access to Slack, unless they opt in first. The Slack channel for this course is: #si_334_001_wn_2021.

- Office Hours: If you would like to speak to us, you can drop in to the instructor- or GSI-led office hours (group sessions) or make an appointment (individual sessions), which are held via Zoom (see first page of the syllabus for Zoom link and day/time). In any case, it’s useful to submit questions/topics of discussion to the instructor/GSI via Slack before the meeting takes place. As a general rule, you should always try to solve the problem with the GSI first, before you reach out to the instructor. Note that according to U-M policy, you cannot contact (or meet with) the IA to discuss grades.

Classroom Interactions:
This course practices the “Guidelines for Classroom Interactions” developed by U-M’s Center for Research on Learning & Teaching. That means we will do our best to:

1. **Share responsibility for including all voices in the conversation.** If you tend to have a lot to say, make sure you leave sufficient space to hear from others. If you tend to stay quiet in group discussions, challenge yourself to contribute so others can learn from you.

2. **Listen respectfully.** Don’t interrupt, turn to technology, or engage in private conversations while others are speaking. Use attentive, courteous body language. Comments that you make (whether asking for clarification, sharing critiques, or expanding on a point) should reflect that you have paid attention to the previous speakers’ comments.

3. **Be open to changing your perspectives based on what you learn from others.** Try to explore new ideas and possibilities. Think critically about the factors that have shaped your perspectives. Seriously consider points-of-view that differ from your current thinking.
4. **Understand that we are bound to make mistakes in this space**, as anyone does when approaching complex tasks or learning new skills. Strive to see your mistakes and others’ as valuable elements of the learning process.

5. **Understand that your words have effects on others.** Speak with care. If you learn that something you’ve said was experienced as disrespectful or marginalizing, listen carefully and try to understand that perspective. Learn how you can do better in the future.

6. **Take pair work or small group work seriously.** Remember that your peers’ learning is partly dependent upon your engagement.

7. **Understand that others will come to these discussions with different experiences from yours.** Be careful about assumptions and generalizations you make based only on your own experience. Be open to hearing and learning from other perspectives.

8. **Make an effort to get to know other students. Introduce yourself to students sitting near you.** Refer to classmates by name and make eye contact with other students.

9. **Understand that there are different approaches to solving problems.** If you are uncertain about someone else’s approach, ask a question to explore areas of uncertainty. Listen respectfully to how and why the approach could work.

**Academic Integrity:**
Unless otherwise specified in an assignment all submitted work must be your own, original work. Any excerpts, statements, or phrases from the work of others must be clearly identified as a quotation, and a proper citation provided. Any violation of the School’s policy on Academic and Professional Integrity (stated in the Master’s and Doctoral Student Handbooks) will result in serious penalties, which might range from failing an assignment, to failing a course, to being expelled from the program. Violations of academic and professional integrity will be reported to UMSI Student Affairs. Consequences impacting assignment or course grades are determined by the faculty instructor; additional sanctions may be imposed by the assistant dean for academic and student affairs.

**Accommodations for 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.
Student Mental Health and Wellbeing:
The University of Michigan is committed to advancing the mental health and wellbeing of its students. 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 (734) 764-8320 and https://www.uhs.umich.edu/mentalthcstvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a listing of other mental health resources available on and off campus, visit: http://umich.edu/~mhealth/.

Pandemic Policies
Pandemic Zoom Participation Policy:
I am joining the live sessions from home (just like you, most likely!) If my network connection drops or my video freezes, please don't give up on the meeting! Hang out for at least 5 minutes while the instructor reboots or switches to his cell phone for Internet connectivity. Thanks!

General rules for Zoom use in this class:

- It is recommended to use your UMIch credentials/account to access this course. Here is information on how to log into your U-M Zoom account (Links to an external site.)
- If you have already used your UM email to create a non-UM Zoom account, please see this page for information on how to migrate your account. (Links to an external site.) (Note that this can take several hours, so please do it well before the first class meeting.)
- Please only connect using a Zoom client, preferably on your laptop/desktop (better than phone or tablet). NEVER on a web browser. It does not work as well.
- Please keep your Zoom client updated to get the newest features.
- Be sure your display name in Wolverine Access actually represents your preferred display name (see “Preferred” name in “Campus Personal Information”).
- Have your camera on as much as possible during class meetings is recommended but not required (but mute your microphone as much as possible). However, I strongly encourage you to keep your camera on during the group discussions (in the breakout rooms) for community-building purposes. Check out your background when you are on camera. Remove or cover items you don’t want others to see.
- Please set up a profile photo for your account (for when your camera is off)
- Pets are welcomed!
- Test your audio and video -- use headphones and a microphone are probably the best thing.
- Please mute when not talking. However, it is OK to make mistakes! We will forgive each other for barking dogs, crying children, sudden doorbells, etc.
**What to do if you are on a low-bandwidth connection?**

- Leave video off when you don't need it
- Turn off HD video (in the Zoom app video settings)
- When you share screen, only do so for as long as necessary
- If possible, use collaborative (e.g., Google) documents rather than screen sharing
- Mute your audio when not speaking (do this anyway!)
- To improve your overall Zoom performance, consider asking others at your location to limit their high-bandwidth activities while you need to be online for a course or required meeting.
- Avoid running other data-intensive programs during Zoom meetings, such as streaming video, music, or other web sites with dynamic content. (Why are you watching streaming video during class?)

(These tips come from [Cornell](#).)

**Pandemic Data Retention Policy:**
In case of a personal emergency or a network disruption, we will be recording our online seminar meetings via Zoom. These recordings are made available automatically shortly after the course meeting concludes and they remain available for 180 days. They are then automatically deleted. Please keep in mind that we adhere to the UM "Guidelines for Dialogue" (listed above). This states that it is our course policy to maintain confidentiality within the class. These recordings are for personal review only.
A Note on My Teaching Philosophy

My approach to teaching is guided by three principles: (i) make sure that every student develops a basic understanding the core concepts, (ii) get students involved in the learning process, and (iii) provide an inclusive learning environment.

As Albert Einstein once said, “You do not really understand something unless you can explain it to your grandmother.” Rather than focusing on technical details and jargon, I am committed to get the big picture across. I believe it is important for students to grasp the general ideas, to get a sense of how concepts relate to each other, and to understand the application potential of the concepts. Furthermore, I believe that students can absorb the course material better by being active in class. Students can also influence the direction of the course by being active. I like to remind students that what they learn is meaningful beyond getting a grade, and that the classroom is a safe environment to take on challenges without worrying about failure. While I do not expect every student to participate in the same way, my hope is that every student will contribute to a positive and stimulating learning environment. It is especially important to me that every student feels welcome and at ease to share their thoughts with me and their classmates. We should all embrace diversity in backgrounds and opinions because it is key to personal growth. I design my courses in ways that foster talent in all students, especially those who come from traditionally under-represented groups in higher education. For example, I employ a variety of learning activities and illustrate concepts using a wide range of professional and cultural contexts. As a final note, I believe in structure and organization. I therefore encourage students to first think about the process before they start working on something.

Please reach out to me if you need assistance with academic or administrative issues. I can also help you to connect with the relevant university resources should you experience any personal or health issues. Your well-being matters to me!
Course Schedule

<table>
<thead>
<tr>
<th>Abbreviations:</th>
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<tbody>
<tr>
<td>PA = Professor Asks</td>
<td>GIL = <em>Social Psychology</em> by Gilovich, Keltner, Chen, and Nisbett</td>
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<tr>
<td>SA = Students Ask</td>
<td>CIAL = <em>Influence: The Psychology of Persuasion</em> by Cialdini</td>
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[Jan. 19] Lecture 1: Introduction

To do BEFORE class:
Read these items (86 pages):

Optional readings:

To do AFTER class:
✓ PA #1

[Jan. 21] Lecture 2: Persuasion

To do BEFORE class:
Read these items (37 pages):
✓ GIL, chapter 8 (pp. 267-285)

To do AFTER class:
✓ PA #2

[Jan. 26] Lecture 2: Persuasion (cont’d)

To do AFTER class:
✓ SA #1 (deadline: Jan 27, 5:00 pm AOE = Anywhere on Earth)
[Jan. 28] Lecture 3: Media and Persuasion

To do BEFORE class:
Read these items (51 pages):
✓ GIL, chapter 8 (pp. 288-300)

Optional readings:

To do AFTER class:
✓ PA #3

[Feb. 2] Lecture 3: Media and Persuasion (cont’d)

To do AFTER class:
✓ SA #2 (deadline: Feb 3, 5:00 pm AOE)

[Feb. 4] Case Study I: Design

To do BEFORE class:
✓ Create video presentation: read handout for case study I, connect with your team, work together on the case study, and submit your video presentation on time (deadline: Feb 3, 5:00 pm AOE)

[Feb. 9] Lecture 4: Advice

To do BEFORE class:
Read these items (17 pages):

[Feb. 11] Lecture 4: Advice (cont’d)

To do AFTER class:
✓ PA #4
[Feb. 16] Lecture 5: Conformity

To do BEFORE class:
Read these items (17 pages):
✓ GIL, chapter 9 (pp. 303-320)

To do AFTER class:
✓ PA #5

[Feb. 18] Lecture 5: Conformity (cont’d)

To do AFTER class:
✓ SA #3 (deadline: Feb 19, 5:00 pm AOE)

[Feb. 23] Lecture 6: Reciprocity

To do BEFORE class:
Read these items (35 pages):
✓ CIAL, chapter 2 (pp. 13-42)
✓ GIL, chapter 9 (pp. 321-325)
Optional readings:

To do AFTER class:
✓ PA #6

[Feb. 25] Lecture 6: Reciprocity (cont’d)

To do AFTER class:
✓ SA #4 (deadline: Feb 26, 5:00 pm AOE)

[Mar. 2] Practice Exam

To do BEFORE class:
✓ Solve practice exam (we will discuss solutions in class)

[Mar. 4] Midterm Exam

When: TBD
[Mar. 9] Lecture 7: Consistency
To do BEFORE class:
   Read these items (66 pages):
   ✓ CIAL, chapter 3 (pp. 43-86)
   ✓ GIL, chapter 7 (pp. 239-255) and chapter 11 (pp. 412-416)

Optional readings:

To do AFTER class:
   ✓ PA #7
   ✓ Submit first draft of essay about Ethics of Persuasive Design (deadline: Mar 9, 5:00 pm AOE)

[Mar. 11] Lecture 7: Consistency (cont’d)
To do BEFORE class: ---

[Mar. 16] Lecture 8: Liking and Scarcity
To do BEFORE class:
   Read these items (57 pages):
   ✓ CIAL, chapter 5 (pp. 126-156) and chapter 7 (pp. 178-203)

To do AFTER class:
   ✓ PA #8

[Mar. 18] Lecture 8: Liking and Scarcity (cont’d)
To do AFTER class:
   ✓ SA #5 (deadline: Mar 19, 5:00 pm AOE)

[Mar. 23] Wellness Break (no class)

[Mar. 25] Lecture 9: Social Validation
To do BEFORE class:
   Read these items (55 pages):
   ✓ CIAL, chapter 4 (pp. 87-125)
   ✓ GIL, chapter 3 (pp. 81-96)
Optional readings:

To do AFTER class:
✓ PA #9

[Mar. 30] Lecture 9: Social Validation (cont’d)
To do AFTER class:
✓ SA #6 (deadline: Mar 31, 5:00 pm AOE)

[Apr. 1] Lecture 10: Conditional Cooperation
In-class activity:
✓ Public Goods Experiment on MobLab

[Apr. 6] Lecture 10: Conditional Cooperation (cont’d)
To do BEFORE class:
Read these items (5 pages):

Optional readings:
Activity:
✓ Visit [https://implicit.harvard.edu/implicit/takeatest.html](https://implicit.harvard.edu/implicit/takeatest.html) and complete one of the Implicit Association Tests (IAT).

To do AFTER class:
✓ PA #10
✓ Last chance to EMAIL us (adcohn@umich.edu and yingzhi@umich.edu) your proposal for “Finding Everyday Examples” (deadline: Apr 6, 5:00 pm AOE)

[Apr. 8] Lecture 11: Applications
To do BEFORE class:
Read these items (21 pages):
✓ GIL, chapter 9 (pp. 328-332)


**Optional readings:**


**To do AFTER class:**

✓ PA #11

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**[Apr. 13] Lecture 11: Applications (cont’d)**

**To do BEFORE class:** ---

**[Apr. 15] Lecture 12: Authority**

**To do BEFORE class:**

Read these items (33 pages):

✓ CIAL, chapter 6 (pp. 157-177)

✓ GIL, chapter 9 (pp. 333-344)

**To do AFTER class:**

✓ PA #12

✓ Last chance to submit “Finding Everyday Examples” (deadline: Apr 15, 5:00 pm AOE)

**[Apr. 20] Case Study II: Management**

**To do BEFORE class:**

✓ Create video presentation: read handout for case study II, connect with your team, work together on the case study, and submit your video presentation on time (deadline: Apr 19, 5:00 pm AOE)

**To do AFTER class:**

✓ Last chance to submit “Catch Me if You Can” (deadline: Apr 20, 5:00 pm AOE)
✓ Submit final draft of essay about Ethics of Persuasive Design (deadline: Apr 20, 5:00 pm AOE)

[Apr. 30] Final Exam
When: 10:30am-12:30pm ET (TBD)