

SI 617: Choice Architecture

Winter 2024

Credit Units: 3

University of Michigan School of Information

Syllabus

**This syllabus is subject to change. Please check Canvas for the most recent version.
Last updated by 1/9/2024**

“First, never underestimate the power of inertia. Second, that power can be harnessed.”
-Richard Thaler and Cass R. Sunstein in Nudge

Instructor

Primary Instructor: Hanna Hoover, Ph.D.

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Office location: 201F, [The Loft, 715 N. University Ave.](#)

Office hours: Mondays 12:00pm – 2:00pm

Tuesdays 1:00pm – 2:00pm

[Please sign-up using Google calendar appointments](#)

Instructional Aide: Pragya Joshi

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Time and Location

January 10th 2024, to April 23rd 2024

Wednesdays 8:30am – 11:30am EST

[3254 LSA Building](#)

Required Textbooks

Hastie, R. and R. Dawes. (2nd Edition). *Rational Choice in an Uncertain World*. Cambridge Univ. Press (publisher: Wiley and Sons). ISBN: 978-1412959032.

Kahneman, D. *Thinking, Fast and Slow*. Publisher: Farrar, Straus and Giroux. ISBN-13: 9780374533557

Prerequisites

It is recommended, although not required, that students have completed SI 563 (Game Theory) or equivalent prior to taking this course. Students should have some background or experience in strategic economic thinking and modeling.

Communication

Course announcements will be communicated through the [course Canvas page](#). When emailing the instructional team, please put [SI 617] in the subject line. Emails will be responded to in a timely manner (within 2 hours) during normal working weekday hours.

Course Description

Designing a system or organization for humans requires understanding not just choice and behavior motivations (good in most cases, we hope), but also learning about the reasons we blunder and make mistakes. Thus, even when incentives are “aligned” with overall system goals, there are many instances where we make poor choices because as human beings, we are all susceptible to a wide array of routine biases that can lead to an equally wide array of unwanted and unintended outcomes and decisions. Our errors are what make us human, but until now, they have been largely ignored by systems designers, whether these designers make complex public policy, manage a team or design an information system. But knowing how people think, we can become choice architects who design environments that both yield better decision making on the part of users and achieve behavior that is consistent with overall system goals while gaining a competitive design edge.

The first goal of this course is to inform future information system professionals, designers, and managers about human decision rules and their associated biases so that these insights can be incorporated into their design, business, or management strategies. Knowledge of these issues can be a significant source of competitive advantage because they are unknown to most information systems professionals and they are not taught in most I-schools. The second goal of this course is to clarify how these results can be leveraged to create original and more effective systems and institutions that meet the designer’s goals.

Learning Objectives

After completing this course, you should be able to:

- Master the key findings from various behavioral sciences that describe and model how people make choices.
- Gain comfort with basic probability theory.
- Apply insights about irrational and emotional human nature to design problems and diagnose a system’s sensitivity to these choice biases.
- Provide design recommendations to ensure robustness to human choice biases.

Expectations

Students will be **expected attend every lecture**, arriving on-time and having read the assigned readings. Attendance is crucial for the success in this course, as there will be pop-quizzes and discussion surrounding practice exam questions. Students should expect to work between 6 and 9 hours per week outside of class. In class, I expect students to engage in group discussions, stay attuned by active note-taking, and to put in the effort towards completing the weekly assigned readings.

Course Structure

This course is primarily a lecture-based course with active learning exercises intermixed throughout. As such, students are expected to participate and engage in discussions. As we will be referencing the reading materials throughout class, it is recommended that students either bring a hard copy of the assigned readings or have access to the readings electronically.

Laptop Policy

Electronic devices such as laptops and tablets are useful technologies, but they may also interfere with learning when used for non-class activities. People tend to overestimate their ability to process in parallel and they have limited self-control, both of which may undermine their learning.¹ The use of electronic devices during class may also distract other students. I encourage students to print out assigned readings and lecture slides instead of relying on electronic devices in the classroom. As a reminder, [students receive a \\$24 printing credit](#) with the University of Michigan printing services per term. Although laptop use is discouraged during lectures, I recommend bringing your laptop to class as there may be in-class activities which require laptop use (quizzes, slide boards, etc...).

Assessments

Attendance Score – 5 points. Attendance will be taken at the beginning of class. If a student is more than 5 minutes late to class, they will be counted as absent. At the end of the semester, if a student attends 13 to 14 lectures, they will receive the full 5 points. If a student attends 11 to 12 lectures, they receive 3 points. If a student attends 8 to 10 lectures, they receive 1 point. If a student attends 7 lectures or less, they will receive 0 points. These are intended to be easy points to earn and provide an additional incentive to attend lectures.

Participation – 5 points: Engaging with the course content inside and outside of class is critical to the learning process. Students will be graded holistically at the end of the semester based on in-class discussion participation as well as engagement with the class readings. To facilitate collaborative engagement with the reading materials, all the course readings will be available through Perusall in Canvas. Each week, students will be graded in Perusall based on their engagement level with the reading materials. Students can engage with the reading materials by leaving comments, questions, or points of reflection on the weekly reading materials. Late engagement with Perusall will not be accepted.

Reflection Prompts (x6) – 30 points in total: The reflection prompts will be due every other week. Some of them are individual assignments, and others are team efforts. The topics of the reflection prompts are the following:

1. Expected utility theory
2. Anchoring
3. Self-control
4. Negotiation preparation
5. Negotiation debriefing
6. Exam questions

Additional information on the reflection prompt as well as a rubric will be posted in Canvas.

Quizzes (x5) – 20 points in total: The quizzes will occur at the beginning of class and will cover topics discussed in the previous lectures and/or assigned readings for the week. **Three of the five quizzes will be scheduled while the other two will be “pop-quizzes”**, in that they will not be announced ahead of time. Only the top four of your five quizzes will be used to calculate your grade. In other words, **your lowest scoring quiz will be dropped**. The quizzes will be open-book and will be in multiple choice format.

¹ Fried, Carrie B. "In-class laptop use and its effects on student learning." *Computers & education* 50.3 (2008): 906-914.

Final Exam - 45 points: The final exam will be closed-book format and will be a mixture of short- and long-answer questions.

Extra Points Opportunities

Everyday Examples – 5 points: Find an example that you think is related to the content of the class and worth sharing with your classmates. If I think it’s appropriate for sharing, you can earn extra points. You must either give a short presentation (5 minutes) or a write up (250 words) that discusses the example, its source, cite the relevant work in the area, and explain why it is an example of a concept discussed in class. Students may submit a maximum of three proposals, but only one proposal will be considered for the presentation/write-up and will earn extra points. You may submit materials through Canvas, where additional details surrounding this extra credit opportunity will be provided. The deadline to submit is April 10th 8:30am.

Course Evaluations – 3 points: Students can earn extra points by completing the course evaluation form at the end of the semester Points will be awarded based on the percentage of students who complete the evaluation:

- $\geq 75\%$ completion rate: 1 extra point
- $\geq 90\%$ completion rate: 2 extra points
- $\geq 100\%$ completion rate: 3 extra points

Grading

The instructors of the course reserve the right to reassign the weights of the assessments if there is a compelling reason to do so, however reweighting will never be to the detriment of any student. In the final calculation of the letter grade of the course, I will round the total numerical grade to the next whole number. For example, someone earning a total of 92.5 percent in the course will be rounded to 93 and thus earning an A in the course, while someone earning 92.4 percent will be rounded to 92 and will earn an A-.

Assessment	Points
Attendance Score	5
Participation	5
Reflection Prompts (x5)	30
Quizzes (x5)	20
Final Exam	40
Total	100

Letter Grade	Points
A+	100+
A	93-99
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	0-59

Course Policies

Absences Attendance in the course is **mandatory** and missing lectures will directly impact your course grade. For planning purposes, if a student expects that they will be absent from class, please send the instructor an email as soon as possible.

Late Assignments will not be accepted and will automatically receive a score of zero. Quizzes cannot be made-up. If a student is absent from class the day of a pop-quiz, they receive an automatic score of zero.

Course Schedule

Date	Topic	To-Do
Week 1 January 10 th 2024	Introduction and Modeling Choice	
Week 2 January 17 th 2024	Benchmark Models of Choice	<ul style="list-style-type: none"> Perusall Introduction due by January 16th 11:59pm Perusall Week 1 due by January 16th 11:59pm Perusall Week 2 due by January 16th 11:59pm
Week 3 January 24 th 2024	Probability Theory and Representativeness	<ul style="list-style-type: none"> Perusall Week 3 due by January 23rd 11:59pm Reflection Prompt #1 to be uploaded to Canvas by 8:30am on January 24th
Week 4 January 31 st 2024	Availability and Anchoring Announced Quiz #1	<ul style="list-style-type: none"> Perusall Week 4 due by January 30th 11:59pm

Week 5 February 7 th 2024	Narratives, Confirmation Bias, and Hindsight Bias	<ul style="list-style-type: none"> ● Perusall Week 5 due by February 6th 11:59pm ● Reflection Prompt #2 to be uploaded to Canvas by 8:30am on 02/07
Week 6 February 14 th 2024	Overconfidence	<ul style="list-style-type: none"> ● Perusall Week 6 due by February 13th 11:59pm
Week 7 February 21 st 2024	Intertemporal Choice Announced Quiz #2	<ul style="list-style-type: none"> ● Perusall Week 7 due by February 20th 11:59pm
Week 8 February 28 th 2024	<i>No Class – Winter Vacation</i>	
Week 9 March 6 th 2024	Prospect Theory and Framing Announced Quiz #3	<ul style="list-style-type: none"> ● Perusall Week 9 due by March 5th 11:59pm ● Reflection Prompt #3 to be uploaded to Canvas by 8:30am on 03/06
Week 10 March 13 th 2024	Limited Attention	<ul style="list-style-type: none"> ● Perusall Week 10 due by March 12th 11:59pm
Week 11 March 20 th 2024	Emotion UMMA Visit	<ul style="list-style-type: none"> ● Persuall Week 11 due by March 19th 11:59pm
Week 12 March 27 th 2024	Negotiation I	<ul style="list-style-type: none"> ● Persuall Week 12 due by March 26th 11:59pm
Week 13 April 3 rd 2024	Negotiation II	<ul style="list-style-type: none"> ● Persuall Week 13 due by April 2nd 11:59pm
Week 14 April 10 th 2024	Negotiation III	<ul style="list-style-type: none"> ● Reflection Prompt #4 to be uploaded to Canvas by 8:30am on 04/10. ● Everyday Examples to be uploaded to Canvas no later than 8:30am on 04/10.
Week 15 April 17 th 2024	Negotiation IV Practice for exam	<ul style="list-style-type: none"> ● Reflection Prompt #5 to be uploaded to Canvas by 8:30am on 04/17. ● Reflection Prompt #6 to be uploaded to Canvas by 8:30am on 04/17.
Week 16 April 24 th 2024	Final Exam	

Reading Schedule

Note: Readings marked with * indicate optional readings

I. Week 1: Introduction and Modeling Choice

- a. [Hastie, Reid, and Robyn M. Dawes. "Chapter 1: Thinking and Deciding". *Rational choice in an uncertain world: The psychology of judgment and decision making*. Sage Publications, 2009.](#)
 - b. [Hastie, Reid, and Robyn M. Dawes. "Chapter 2: What is Decision Making?". *Rational choice in an uncertain world: The psychology of judgment and decision making*. Sage Publications, 2009.](#)
 - c. [Hastie, Reid, and Robyn M. Dawes. "A Rational Decision Theory". *Rational choice in an uncertain world: The psychology of judgment and decision making*. Sage Publications, 2009. p237-p244.](#)
 - d. [Kahneman, D. \(2011\). "Chapter 2: Attention and Effort". *Thinking, fast and slow*. Farrar, Straus and Giroux.](#)
 - e. [*Thaler, Richard H., Cass R. Sunstein, and John P. Balz. "Choice architecture." *The behavioral foundations of public policy* 25 \(2013\): 428-439.](#)
 - f. [*Thaler, Richard H. "Behavioral economics: Past, present, and future." *American economic review* 106.7 \(2016\): 1577-1600.](#)
- II. Week 2: Benchmark Models of Choice
- a. [Frank, Robert H., and Edward Cartwright. "Rational Consumer Choice". *Microeconomics and behavior*. Vol. 8. New York: McGraw-Hill, 2010.](#)
 - b. [Hastie, Reid, and Robyn M. Dawes. "Chapter 11: A Rational Decision Theory". *Rational choice in an uncertain world: The psychology of judgment and decision making*. Sage Publications, 2009. p244-p270.](#)
- III. Week 3: Probability Theory and Representativeness
- a. [Kahneman, D. \(2011\). "Chapter 10: The Law of Small Numbers". *Thinking, fast and slow*. Farrar, Straus and Giroux.](#)
 - b. [Kahneman, D. \(2011\). "Chapter 14: Tom W's Specialty". *Thinking, fast and slow*. Farrar, Straus and Giroux.](#)
 - c. [Kahneman, D. \(2011\). "Chapter 15: Linda: Less is More". *Thinking, fast and slow*. Farrar, Straus and Giroux.](#)
 - d. [Hastie, Reid, and Robyn M. Dawes. "Chapter 5: Judging Heuristically". *Rational choice in an uncertain world: The psychology of judgment and decision making*. Sage Publications, 2009.](#)
 - e. [Hastie, Reid, and Robyn M. Dawes. "Appendix: Basic Principles of Probability Theory". *Rational choice in an uncertain world: The psychology of judgment and decision making*. Sage Publications, 2009.](#)
 - f. [*Tversky, Amos, and Daniel Kahneman. "Judgment under Uncertainty: Heuristics and Biases: Biases in judgments reveal some heuristics of thinking under uncertainty." *Science* 185.4157 \(1974\): 1124-1131.](#)
 - g. [*Kahneman, Daniel, and Amos Tversky. "Subjective probability: A judgment of representativeness." *Cognitive psychology* 3.3 \(1972\): 430-454.](#)
- IV. Week 4: Availability and Anchoring
- a. [Kahneman, D. \(2011\). "Chapter 11: Anchors". *Thinking, fast and slow*. Farrar, Straus and Giroux.](#)

- b. [Kahneman, D. \(2011\). "Chapter 12: The Science of Availability". *Thinking, fast and slow*. Farrar, Straus and Giroux.](#)
 - c. [Kahneman, D. \(2011\). "Chapter 13: Availability, Emotion, and Risk". *Thinking, fast and slow*. Farrar, Straus and Giroux.](#)
 - d. [Ariely, Dan, George Loewenstein, and Drazen Prelec. "'Coherent arbitrariness': Stable demand curves without stable preferences." *The Quarterly journal of economics* 118.1 \(2003\): 73-106.](#)
 - e. Hastie, Reid, and Robyn M. Dawes. "Chapter 4: The Fundamental Judgement Strategy: Anchoring and Adjustment". *Rational choice in an uncertain world: The psychology of judgment and decision making*. Sage Publications, 2009.
 - f. [*Tversky, Amos, and Daniel Kahneman. "Availability: A heuristic for judging frequency and probability." *Cognitive psychology* 5.2 \(1973\): 207-232.](#)
 - g. [*Jacowitz, Karen E., and Daniel Kahneman. "Measures of anchoring in estimation tasks." *Personality and Social Psychology Bulletin* 21.11 \(1995\): 1161-1166.](#)
- V. Week 5: Narratives, Confirmation Bias, and Hindsight Bias
- a. Hastie, Reid, and Robyn M. Dawes. "Chapter 6: Explanation-Based Judgements". *Rational choice in an uncertain world: The psychology of judgment and decision making*. Sage Publications, 2009.
 - b. Hastie, Reid, and Robyn M. Dawes. "Chapter 7: Chance and Cause". *Rational choice in an uncertain world: The psychology of judgment and decision making*. Sage Publications, 2009.
 - c. Hastie, Reid, and Robyn M. Dawes. "Chapter 8: Thinking Rationally About Uncertainty". *Rational choice in an uncertain world: The psychology of judgment and decision making*. Sage Publications, 2009.
 - d. [Kahneman, D. \(2011\). "Chapter 7: A Machine for Jumping to Conclusions". *Thinking, fast and slow*. Farrar, Straus and Giroux.](#)
 - e. [Kahneman, D. \(2011\). "Chapter 19: The Illusion of Understanding". *Thinking, fast and slow*. Farrar, Straus and Giroux.](#)
 - f. [Bryan, Christopher J., et al. "Harnessing adolescent values to motivate healthier eating." *Proceedings of the National Academy of Sciences* 113.39 \(2016\): 10830-10835.](#)
 - g. [*Shiller, Robert J. "Narrative economics." *American economic review* 107.4 \(2017\): 967-1004.](#)
- VI. Week 6: Overconfidence
- a. [Kahneman, D. \(2011\). "The Illusion of Validity". *Thinking, fast and slow*. Farrar, Straus and Giroux.](#)
 - b. [Kahneman, D. \(2011\). "Intuitions vs. Formulas". *Thinking, fast and slow*. Farrar, Straus and Giroux.](#)
 - c. [Kahneman, D. \(2011\). "Expert Intuition: When Can We Trust It?". *Thinking, fast and slow*. Farrar, Straus and Giroux.](#)
 - d. [Kahneman, D. \(2011\). "The Outside View". *Thinking, fast and slow*. Farrar, Straus and Giroux.](#)
 - e. [Kahneman, D. \(2011\). "The Engine of Capitalism". *Thinking, fast and slow*. Farrar, Straus and Giroux.](#)
 - f. [Moore, Don A., and Derek Schatz. "The three faces of overconfidence." *Social and Personality Psychology Compass* 11.8 \(2017\): e12331.](#)

- g. [Schwardmann, Peter, and Joel Van der Weele. "Deception and self-deception." *Nature human behaviour* 3.10 \(2019\): 1055-1061.](#)
- VII. Week 7: Intertemporal Choice
- a. [Chabris, Christopher & Laibson, David & Schuldt, Jonathon. \(2007\). Intertemporal choice.](#)
 - b. [Ariely, Dan, and Klaus Wertenbroch. "Procrastination, deadlines, and performance: Self-control by precommitment." *Psychological science* 13.3 \(2002\): 219-224.](#)
 - c. [*Cohen, Jonathan, et al. "Measuring time preferences." *Journal of Economic Literature* 58.2 \(2020\): 299-347.](#)
 - d. [*Bryan, Gharad, Dean Karlan, and Scott Nelson. "Commitment devices." *Annu. Rev. Econ.* 2.1 \(2010\): 671-698.](#)
- VIII. Week 8: Winter Vacation
No readings assigned
- IX. Week 9: Prospect Theory and Framing
- a. Kahneman, D. (2011). "Chapter 26: Prospect Theory". *Thinking, fast and slow*. Farrar, Straus and Giroux.
 - b. Kahneman, D. (2011). "Chapter 27: The Endowment Effect". *Thinking, fast and slow*. Farrar, Straus and Giroux.
 - c. Kahneman, D. (2011). "Chapter 28: Bad Events". *Thinking, fast and slow*. Farrar, Straus and Giroux.
 - d. Kahneman, D. (2011). "Chapter 29: The Fourfold Pattern". *Thinking, fast and slow*. Farrar, Straus and Giroux.
 - e. Kahneman, D. (2011). "Chapter 30: Rare Events". *Thinking, fast and slow*. Farrar, Straus and Giroux.
 - f. Kahneman, D. (2011). "Chapter 31: Risk Policies". *Thinking, fast and slow*. Farrar, Straus and Giroux.
 - g. Kahneman, D. (2011). "Chapter 34: Frames and Reality". *Thinking, fast and slow*. Farrar, Straus and Giroux.
 - h. Barberis, Nicholas C. "Thirty years of prospect theory in economics: A review and assessment." *Journal of economic perspectives* 27.1 (2013): 173-196.
 - i. *Tversky, Amos, and Daniel Kahneman. "Advances in prospect theory: Cumulative representation of uncertainty." *Journal of Risk and uncertainty* 5 (1992): 297-323.
 - j. *Tversky, Amos, and Daniel Kahneman. "The framing of decisions and the psychology of choice." *science* 211.4481 (1981): 453-458.
 - k. *Bazerman, Max H., and Don A. Moore. "Chapter Four: Framing and the Reversal of Preferences". *Judgment in managerial decision making*. John Wiley & Sons, 2012.
- X. Week 10: Limited Attention
- a. [Chugh, Dolly, and Max H. Bazerman. "Bounded awareness: What you fail to see can hurt you." *Mind & Society* 6 \(2007\): 1-18.](#)
 - b. [Bazerman, Max H., and Dolly Chugh. "Decisions without blinders." *Harvard business review* 84.1 \(2006\): 88.](#)
 - c. [*DellaVigna, Stefano. "Psychology and economics: Evidence from the field." *Journal of Economic literature* 47.2 \(2009\): 315-372.](#)

- d. [*Gabaix, Xavier. "Behavioral inattention." *Handbook of behavioral economics: Applications and foundations* 1. Vol. 2. North-Holland, 2019. 261-343.](#)

XI. Week 11: Emotion

- a. [Rick, Scott, and George Loewenstein. "The role of emotion in economic behavior." *Handbook of emotions* 3 \(2008\): 138-158.](#)
- b. [*Rottenstreich and Hsee. 2001. "Money, Kisses, and Electric Shocks: On the affective psychology of risk" *Psychological Science* 12.3: 185-190.](#)
- c. [*Hsee and Rottenstreich. 2004. "Music, Pandas, and Muggers. On the Affective Psychology of Value", *Journal of Experimental Psychology: General*. 133\(1\):23-30.](#)

XII. Week 12: Negotiation I – Reading

- a. [Malhorta, D., and M. Bazerman. "Chapter 1: Claiming Value in Negotiation". *Negotiation Genius*. New York: Bantam Dell \(2007\).](#)
- b. [Malhorta, D., and M. Bazerman. "Chapter 2: Creating Value in Negotiation". *Negotiation Genius*. New York: Bantam Dell \(2007\).](#)
- c. [Malhorta, D., and M. Bazerman. "Chapter 3: Investigative Negotiation". *Negotiation Genius*. New York: Bantam Dell \(2007\).](#)
- d. [Malhorta, D., and M. Bazerman. "Chapter 4: When Rationality Fails: Biases of the Mind". *Negotiation Genius*. New York: Bantam Dell \(2007\).](#)
- e. [Malhorta, D., and M. Bazerman. "Chapter 5: When Rationality Fails: Biases of the Heart". *Negotiation Genius*. New York: Bantam Dell \(2007\).](#)

XIII. Week 13: Negotiation II – Reading and in-class negotiation preparation

- a. [Malhorta, D., and M. Bazerman. "Chapter 6: Negotiating Rationally in an Irrational World". *Negotiation Genius*. New York: Bantam Dell \(2007\).](#)
- b. [Malhorta, D., and M. Bazerman. "Chapter 7: Strategies of Influence:". *Negotiation Genius*. New York: Bantam Dell \(2007\).](#)
- c. [Malhorta, D., and M. Bazerman. "Chapter 8: Blind Spots in Negotiation". *Negotiation Genius*. New York: Bantam Dell \(2007\).](#)
- d. [Malhorta, D., and M. Bazerman. "Chapter 13: When Not to Negotiate". *Negotiation Genius*. New York: Bantam Dell \(2007\).](#)
- e. [*Babcock, Linda, and George Loewenstein. "Explaining bargaining impasse: The role of self-serving biases." *Journal of Economic perspectives* 11.1 \(1997\): 109-126.](#)

XIV. Week 14: Negotiation III

No readings assigned

XV. Week 15: Negotiation IV – Debriefing

No readings assigned

Chat-GPT and Generative AI Policy The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your idea
- Finding information on your topic

- Drafting an outline to organize your thoughts
- Checking grammar and style

As one of the learning objectives of this course is to develop your persuasive writing skills, the use of generative AI tools is not permitted in this course for the following activities:

- Completing group work that your group has assigned to you.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

If there is a strong suspicion of utilizing any of such tools for completing any of the above, the Associate Director of Academic Programs and Student Life, who serves as the academic integrity officer for UMSI, will be alerted of the incident and the student will have the opportunity to discuss the situation fully with them to find a resolution.

Academic Integrity and Misconduct UMSI follows Rackham's policies for academic integrity and misconduct for the doctoral program and has adopted similar policies for the MSI, MHI, MADS, and BSI programs. These are detailed in program-specific student handbooks available on the [UMSI Current Students webpage](#). All breaches of academic and professional integrity should be reported by emailing umsi.academicintegrity@umich.edu (for bachelor's and master's students) or the director of the doctoral program (for Ph.D. students). The faculty member should meet with the student individually and ask for their response to the allegation, and include this in an email reporting the incident. For significant issues the student will also meet with the associate director of academic programs and student life or the director of the doctoral program. The overall goal of addressing violations is usually educational for the first offense. The faculty instructor determines the impact on the assignment or course grade; sanctions may include no credit for non-original work or permission to redo and submit original work for partial credit. The associate director of academic programs and student life may assign additional sanctions such as requiring the student to write a paper on plagiarism, and/or requiring the student to complete an online tutorial about academic integrity. All reported violations will be documented centrally. Repeat offenses will result in more severe sanctions such as academic probation or, with consultation from the Academic Discipline Committee (includes Associate Dean for Academic Affairs, Executive Director of Academic and Student Affairs, and Associate Director of Academic Programs and Student Life) and the university general counsel, dismissal from the program.

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) recommends students request disability-related academic accommodations via the Accommodate system, a core electronic case management system that will assist students, faculty, instructors, and staff in requesting, approving, and implementing disability-related accommodations. I will treat any information that you provide in as confidential a manner as possible.

Student Wellbeing Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other substances, identities, finances, food insecurity, or other external stressors.

If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact UMSI's academic success team

via umsi.academicssuccess@umich.edu or me so that we can find solutions together. For personal concerns, U-M offers the following resources:

- [Counseling and Psychological Services \(CAPS\)](#) - confidential; For mental health support, you can access CAPS by calling the central office at (734) 764-8312 or by emailing the School of Information Embedded CAPS Psychologist, Ashley Ewearitt, Psy.D., at ewearitt@umich.edu. If you are in crisis, please call CAPS at 734.764.8312, or the UM Psychiatric Emergency Services (PES) at 734.936.5900, or 911. Directions to PES are here: <http://www.psych.med.umich.edu/contact/er.asp>
- [Dean of Students Office](#) - 734-764-7420; provides support services to students and manages critical incidents impacting students and the campus community
- [Ginsberg Center for Community Service Learning](#) - 734-763-3548; opportunities to engage as learners and leaders to create a better community and world
- [Maize and Blue Cupboard](#), at the University of Michigan provides food, kitchen and cooking supplies, personal and household items, and support services for students experiencing food insecurity.
- [Multi-ethnic Student Affairs \(MESA\)](#) - 734-763-9044; diversity and social justice through the lens of race and ethnicity
- [Office of Student Conflict Resolution](#) - 734-936-6308; offers multiple pathways for resolving conflict
- [Office of the Ombuds](#) - 734-763-3545; students can raise questions and concerns about the functioning of the university.
- [Services for Students with Disabilities \(SSD\)](#) - 734-763-3000; accommodations and access to students with disabilities
- [Sexual Assault Prevention and Awareness Center \(SAPAC\)](#) - confidential; 734-764-7771 or 24-hour crisis line 734-936-3333; addresses sexual assault, intimate partner violence, sexual harassment, and stalking
- [Spectrum Center](#) - 734-763-4186; support services for LGBTQ+ students
- [Trotter Multicultural Center](#) - 734-763-3670; intercultural engagement and inclusive leadership education initiatives
- [University Health Service \(UHS\)](#) - 734-764-8320; clinical services include nurse advice by phone, day or night
- [Well-being for U-M Students website](#) - searchable list of many more campus resources
- [Wolverine Wellness](#) - confidential; 734-763-1320; provides Wellness Coaching and much more

Religious/Cultural Observance Students who have religious or cultural observances that coincide with this class should let the Course Director know in writing within 3 weeks of the beginning of the term. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance will continue to be provided with a reasonable alternative opportunity to complete their academic responsibilities. However, if a student does not contact their Course Director within 3 weeks of the beginning of the term, the Course Director will assume the student plans to attend all class meetings. <http://www.provost.umich.edu/calendar/>