

## 1. Course Description

The course introduces basic principles governing the emerging field of neuroeconomics, drawing on insights and tools from economics, psychology and neuroscience. We will discuss how fundamental economic principles like risk, ambiguity, and volatility shape

describe contributions of the different research disciplines

Students requiring assistance are encouraged to speak with me either after lectures. I will leave lectures approximately 0-15 minutes after the lecture and will be more than happy to answer any questions during this time. This will happen outside of the lecture room to allow the preceding/following class to exit/enter smoothly. Should you wish to meet with me outside of this time, please email me (or the class TA) to make an appointment. Email, while commonly used, does limit the effectiveness of communication and may not be the best way for me to answer your question(s). In such instances, I may suggest a personal meeting during office hours at a mutually agreed upon time. I will do my very best to answer emails as



will also be graded on your ability to take complex ideas, research questions and approaches, and distill them so that they are easy to follow and readily comprehensible to non-experts in this area (this will require some thought on your part).

Please note that the class will have the opportunity to ask questions before a presentation (1-5 min). ***This means that you are expected to be physically present in class at the date of your team video presentation.***

- < Format Guidelines: Each video should be 5-7 minutes in length (no shorter or longer) and ***groups members must talk in the video at least once.*** There are lots of free video editing programs to allow you to finalize your video presentation (most computers include a program capable of doing this) and most of you, I am assuming, have smart phones with video recording capability.
- < Submission Guidelines: (DFK W H D P ¶ V Y L G H R S U H V I P L O A D D I D O W N L O A D Z L O O ***Monday at 5pm of the week of your Team Project Presentation.*** On the date of your class presentation, one member from your group will need to transfer your video presentation to a designated computer. Time will be provided for this at the start of lecture.
- < Multiple Choice Questions: Every team has to submit three Multiple Choice Questions to me and the TA. I will select one of the questions and include it in the study material that will be uploaded on onQ to support the preparation of the final exam.
- < Grading: Your total grade (20%) for this team project will be determined by the TA and the course instructor, based on how well the criteria in 9 L G H R & B R O M E H Q I W I l s o consider the average of peer evaluations (i.e. presentation feedback (iv, below) your classmates). Note that ***content derived from the video presentations is fair game for the Final Exam and thus, attending the video presentations of your peers will prove to be in your benefit.***

(iv) Presentation Feedback (5% of total mark)

For each R I W K H P r o j e c t B P H V H Q W D W L R Q V ' V H V V L R Q V V W X G H Q W V Z L O sheets. Students can fill ***up to 10 of extended feedback sheets, but not more than 3 per session.*** Each



			<p><b><i>Supplemental reading</i></b>  <i>(NOT part of the exam)</i></p> <p><b><i>* RM Ch. 20-21.</i></b>  <i>provide a more in-depth presentation of fMRI and structural MRI for the curious mind (not part of the exam)</i></p>
4	Friday, Jan. 17, 2020	<p>Neural Basis of Value in Simple Choice</p> <ul style="list-style-type: none"> <li>- How does the brain encode the</li> </ul>	

			<p><i>* 9.2 (A Neuroscience Approach to Understanding Framing Effects) will <b>NOT</b> be part of the exam (you are welcome to read it, of course)</i></p> <p>Sokol-Hessner, P. &amp; Rutledge, R. B. (2019). The Psychological and Neural Basis of Loss Aversion. <i>Current Directions in Psychological Science</i>, 28(1) 20-27.</p> <p><i>* the neuromodulatory effects described in the section "The Neural and Psychological Basis of Loss Aversion" (i.e. effects of dopamine and noradrenalin on loss aversion and risk preferences) will <b>NOT</b> be part of the midterm (we will come back to that in the 2<sup>nd</sup> half of this course)</i></p>
7	Wednesday Jan. 29, 2020	Risk Preferences: Valuation for Risky and Uncertain Choices	RM Ch. 6. Decision Making Under Uncertainty
8	Friday Jan. 31, 2020	Context-Dependent Choice <ul style="list-style-type: none"> <li>- Choice set size</li> <li>- Decoy effect</li> </ul>	





		<ul style="list-style-type: none"> <li>- Models</li> <li>- Measures</li> <li>- Neural substrates</li> </ul>	
15	Wednesday, March 4, 2020	<p>Social Preferences 2: Altruism, Fairness, Trust, Cooperation (continued)</p> <ul style="list-style-type: none"> <li>- Dictator Game, Ultimatum Game, Trust Game</li> </ul>	<p>RM Ch. 12. Altruistic Punishment</p> <p>* Ch. 12.10.will <u>NOT</u> be part of the exam</p> <p>Please resume RM Ch. 11.4.2-11.4.6 Neural Trait approach ± Social Preferences</p>
16	Friday, March 6, 2020	Emotions in Economic and Social Choice	<p>RM Ch. 7. Emotion Regulation and Economic Decision Making</p> <p>Dunning, D., Fetchenhauer, D. &amp; Schlösser, T (2017). The varying roles played by emotion in economic decision making. <i>Current opinion in behavioral sciences</i>, 15, 3338.</p> <p><i>* provides an overview of empirical work on incidental (immediate) vs. anticipated emotions in (economic) decision making; please note that the distinction between background and action-related emotions is less established</i></p>
17	Wednesday, March 11, 2020	Pharmacology of Social Preferences	<p>RM Ch. 3. Hormones and Economic Decisions</p> <p><i>* nicely outlines the contradicting and converging empirical</i></p>



travel/holiday plans or flight reservations. Also, as indicated in Academic Regulation 9.3, students must write all final examination in all on-campus courses on the Kingston campus.

## Regulations and Policies

### 10. Statement on Academic Integrity

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage ([www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report/principlesandpriorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic/calendars/regulations/academicregulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academicintegrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which

### 13. Academic Consideration for Students with Extenuating Circumstances

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extenuating circumstances that are beyond their control and are interfering with their ability to complete  
academic requirements related to a course for a short period of time, not to exceed three ~~semesters~~  
receiving academic consideration must meet all essential requirements of a course. The Senate Policy on  
Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April,  
2017 (see

<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with  
requests for academic consideration for students facing extenuating circumstances. Arts and Science  
undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request  
can be submitted at: <http://www.queensu.ca/artsci/accommodation> Students in other Faculties and  
Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name  
and email address of the instructor/coordinator. Please use the following:

Instructor/Coordinator Name **Anita Tusche**

Instructor/Coordinator email address [anita.tusche@queensu.ca](mailto:anita.tusche@queensu.ca)