



COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name

Judgment and Decision making Under Uncertainty

Teaching staff

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ECTS

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Functioning

The course is structured in terms of research project on a central theme to the development of a conceptual map on judgment and decision making.

The course will be divided in two parts. In the first part the instructor's lectures present a global view of the main topics and give an outline of the topics to be presented on the second part. In the second part, a group of students present a poster based on research articles concerning the main topics of the course. The remaining groups bring to class questions about the research presented to be discussed in class.

Learning goals**General goal**

To promote the acquisition of substantive knowledge central to the development of a conceptual map of judgment and decision making under uncertainty.

Specific goals

1. Demonstrate deep understanding of the psychological processes involved in judgment and decision making and understand when and why those processes lead to (more or less) accurate and inaccurate judgments.



2. Compare and contrast different theories that explain how people perceive, attend to, and process information to make judgments and decisions.
3. Assess the quality of empirical research supporting the different theories and discuss its limitations.

Skills to be developed

Judgment and Decision Analysis, Critical Thinking, Theory Testing, Experimental Design

Prerequisites (precedences) *

None

Contents

1. Statistical and intuitive social judgment under uncertainty.

- 1.1. The prospect of Tversky and Kahneman and his critics
- 1.2. Globalist models of probabilistic judgment.
- 1.3. Dualistic models of probabilistic judgment.

2. Judgment and decision and social metacognition: asymmetry in bias perception

- 2.1. illusions of self-knowledge: biases on how much bias we believe to be
- 2.2. Judgment and decision in context: reasoning about others reasoning

3. Judgment and decision in the moral domain

- 3.1. Theories of moral judgment and decision making
- 3.2. The social intuitionist model and its main criticisms
- 3.3. moral judgment and decision making in context: biases, biases about biases and the impact of others' moral judgments

Bibliography

Kahneman, D. (2011). Thinking Fast and Slow. New York: Farrar , Strauss & Giroux.



Kahneman, D. & Frederik, S. (2002). Representativeness revisited: Attribute substitution in intuitive judgment. In T. Gilovich, D. Griffin & Kahneman (Eds.), *Heuristics and biases: The psychology of intuitive judgment* (pp. 49-81). Cambridge, UK: Cambridge University Press.

Gigerenzer, G., & Goldstein, D. G. (1996). Reasoning the fast and frugal way: Models of bounded rationality. *Psychological Review*, 103, 650–669

Sloman, S. A. (1996). The empirical case for two systems of reasoning. *Psychological Bulletin*, 119, 3-22.

Ferreira, M. A. B., Garcia-Marques, L., Sherman, S. J. & Sherman, J. (2006). A dual-process approach to judgment under uncertainty. *Journal of Personality and Social Psychology*.

Pronin, E., Gilovich, T. D., & Ross, L. (2004). Objectivity in the eye of the beholder: Divergent perceptions of bias in self versus others. *Psychological Review*, 111, 781–799.

Haidt, J. (2001). The emotional dog and its rational tail: A social intuitionist approach to moral judgment. *Psychological Review*. 108, 814-834.

Teaching methods

The course is composed of the theoretical and practical classes. In the theoretical classes, the Professor will present an overview of the topics included in the program, providing an adequate framework to the papers to be discussed in the practical classes. In practical classes, paradigmatic texts of the thematic areas will be presented by groups of students (maximum 3). Those classes will require students to be able to: i) synthesize the fundamental ideas of the texts presented, ii) formulate the starting problems, iii) describe research undertaken, iv) explain how the delineation of this investigation is a response to the starting problems, v) expose the main results obtained, vi) discuss how these results respond to initial problems, vii) point out the issues left open and viii) comment critically the limitations of research presented. The remaining groups of students will participate by asking relevant questions about the target paper and/or the presentation.

Evaluation Regimes (General and/or Alternative)

General

Evaluation Elements



The evaluation will include: a group project (max. 4 students), corresponding to an experimental report of research to be carried out during the course (40%). Group project (max. 4 students), corresponding to the critical presentation in class of reflections on the research papers presented in the practical lessons (30%). These questions must be submitted to the professor at the beginning of each class. Finally, an individual take home question, max. 30 lines (30%).

Rules for grade improvement

Only the experimental report and the take home question assignment grades can be improved

Rules for students having previously failed the course unit *

Requirements on attendance and punctuality

Students are expected to be punctual and to attend at least 2/3 of all classes

Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

Language of instruction

Portuguese

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;



- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable