

Problem Solving, Decision Making and Professional Judgment | Fall 2020
LAW 5921- 2 Credits
(can be used to satisfy Upper Level Writing Requirement)

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Office Hours: Mondays 2-4 (open zoom hours) and by appointment (contact me by email for an appointment)

Class Schedule: Tuesdays 3:15-5:15 (absence from class requires prior authorization)- video cameras on for full class (some classes will have in-class exercises)

Course Materials:

1. The required text for the course is Paul Brest & Linda Krieger, *Problem Solving, Decision Making and Professional Judgment* (Oxford University Press 2010); available on Amazon.
2. There will be an active CANVAS course page for this course, so please log in and sign up as soon as you see this message. (<https://canvas.eee.uci.edu/courses/27143>). There will be many other supplemental readings posted on the CANVAS page.
3. Following the course description you will find a long list of potentially helpful other readings on problem solving and decision making. There are many more suggestions I will make as you begin to work on your papers.

Course Description:

What does a course on problem solving, decision making and judgment have to do with being a lawyer? (There is not much formal law in this course!) All lawyers make decisions and solve problems, alone, or with their clients, and with and within organizations. Some decision making is to facilitate choices clients have to make in transactions, litigation, and structuring of relationships for themselves, for their organizations, for their families, for business, government and also for the public interest and social change. Some lawyers also work primarily as policy makers, advisors or evaluators. So decision making and legal problem solving involves work with and for individuals and entities. This course will focus on the work of lawyers as public policy analysts, advocates and decision makers.

This course will provide you with important tools of analysis and skills in advising clients, governments, businesses, and other organizations, and will equip you with life-long relevant tools for decision analysis. Each week we will look at particular forms of analysis, drawing from cognitive science, psychology, statistics and probabilistic analysis, economics, human design, creative problem solving, decision science, risk analysis, sociology, public policy, political organizing, conflict resolution, public health and other fields, and apply various forms of reasoning, methods and analysis to in-class problems and exercises. You will work in small groups in class and alone for some of the exercises.

This semester I am inviting you to focus particularly on public policy decision making (and the role of law) in two significant issues facing us all in the moment: COVID-19 policies and decision-making and calls for enhanced attention to and legal and social reform for racial justice.

In each class we will focus on important and different modalities of problem framing, issue development, data and information acquisition, data analysis, creative problem solving, decision processes and rules for decision, impediments to good decisions (e.g. cognitive, social and other biases and errors), conflict resolution, counseling, constituent and client relations, and ultimately, assessments and evaluation of choices made and future planning. We will spend a portion of each class applying what we learn to particular problems we will be framing together.

You should think about some issue you want to work on, in either of these two areas (COVID or racial justice) (such as those suggested below), but you may also choose a different problem if you would like, after discussion with me. (Last year's students focused on such issues as UCI Law curriculum revisions, representation of Asian-Americans in the legal profession, environmentally conscious consumption of seafood, substance abuse in the legal profession, hate and offensive speech regulation [e.g. Facebook issues], modifying US immigrant asylum policies for juveniles, US News Rankings of law schools methods and impacts, criminal justice reform and abolition, and sexual assault in the military). The idea of the course is to treat this as an opportunity to create your own "policy laboratory" (working with other classmates where possible) to frame, analyze, collect data and imagine a variety of

possible “solutions” to difficult social and legal problems, or to assess how good public policy processes can be created, over a longer period of time, to produce or encourage “good” results and assessments.

Here are some sample topics for development, but in class we will look to you to frame problems on which you are interested in working:

COVID issues and decision making:

1. School opening/instructional decisions (law schools, universities and colleges, K-12 school systems, day care, public/private (e.g., what (outcome) decisions were made; what processes were/are being used (e.g. boards, top-down, deliberative processes, voting, other)
2. Triage medical decisions (hospital and ICU admissions, ventilator and oxygen assignment, “rationing,” visitation)- US, by state or locality; compared to other countries (China, Korea, Italy, UK, Brazil, Sweden, etc.)
3. At what level should decision making about COVID be made (institutions (hospitals, schools, businesses, local, state, federal governments, WHO?)) (analyze what has happened and compare levels of decision making)?
4. What data are needed for decision making? Science, public health, social indicators? Who decides? Who reports and collects data? (WHO, CDC, states, local, journalists)? On the ground? Aggregate?
5. What policy choices have been/should be made?—masks, social distancing, opening and closings, travel restrictions, how enforced—fines, imprisonment, social opprobrium, politicization, incentives and correlates for compliance(see Van Rooij, et.al)?
6. How to evaluate decisions and outcomes? When should decisions be re-evaluated or changed? (Look at opening/closing decisions and changes over time in particular localities).
7. How to allocate resources (PPE, beds, medical personnel, ventilators, tests-COVID and anti-body, vaccines)? How to structure procurement efforts (see e.g., Hogan-governor of Maryland)?
8. How to determine what is an “essential service”?
9. How to analyze differential impacts of disease (race, class, ethnicity, access to health care) (what data)? What to do about it? (now-immediately, more long term).
10. How to make decisions under conditions of uncertainty? (Role of “models” vs real-time data (see NYTimes article, July 17, 2020))
11. What legal authorization is needed for decisions made? Levels of governmental authority? (issues of overlapping or conflicting authority, e.g. state and school boards, localities, state, fed—agencies, President)
12. What preparations should have been made (consider prior actions of Obama administration)? What should we do for the future? Predictions? Planning? Resource allocation?

13. How to deal with economic issues? (Paycheck protection program—past, future?, unemployment comp, eviction policies—return to “business as usual”?)
14. Insurance issues-compensation for business loss (civil unrest loss after protests?)
15. Liability issues? Worker’s comp, private- return-to-work decision making and liability (testing at worksites-temperature, self-reports) (What is UCI doing—for workers, academic staff, students, faculty)? (See Feldman, LA Times)
16. What are future issues to consider? (E.g. need for shelters in time of COVID—homeless, hurricane and wildfire displacement and evacuation)?
17. Long term issues exposed by COVID crisis—internet service as a necessary utility? Permanently changed work practices (e.g., Facebook, Twitter at home—labor and employment regulation impacts), schooling, worsening disparities and gaps; professional training (medicine—distance learning?; bar examinations and professional certifications; other trade work—unions, apprentice programs); access to goods and services); health care, housing (eviction rates/foreclosures), banking—pick almost any sector of human life and analyze impacts of COVID—what short-term/ middle-term (1-2 years to vaccine),long-term? (e.g. my field—mediation and dispute resolution not in person right now; changes from online dispute resolution with long-term and differential effects).

Racial Justice

1. How to define “racial justice”? What are issues? Defined by whom?
2. Policing- “defund police”- other “reforms”?
3. Mass incarceration—abolition?
4. Legacy of past- reparations, “remedial choices”?
5. “White privilege” (how to be “anti-racist”)?- How best to teach/raise consciousness? Efficacy? (see NYTimes Mag. July 17, “White fragility”)
6. Implicit vs. explicit bias/discrimination (unconscious bias)
7. Role of social protests (civil rights movement past, now? Black Lives Matter, #sayhername, other)—social movements and social change- leadership, change over time? Efficacy?
8. Monument removals? / Commemorations? (Old history, “new” stories)- who decides? What levels of government? Protest and political movements; removal of names for racism or slave ownership—e.g. Woodrow Wilson school, Cecil Rhodes, John Muir, Thomas Jefferson, Margaret Sanger (eugenics advocate), etc.
9. Housing issues
10. Job issues
11. Health access issues
12. Education

13. Affirmative Action (back on the ballot in CA- Prop 16 in Nov.)- education, employment, business contracting, other?
14. Representation—workforce, leadership, particular fields?
15. Is “healing” possible?
16. Modes of addressing issues (Martin Luther King, Jr. vs. Malcolm X?) (see “Do the Right Thing” (Spike Lee, dir.))
17. Levels of solutions—legislation, litigation, governmental, social, religious, law, political action; what policy change and how? Reconciliation efforts—efficacy? Reparations (how to be structured)?

Each of you will choose a topic and, either working with a group of students from class on a group project, or on your own, develop a “framing” memo, a data and analysis plan, a draft outline with possible ideas for “solutions” to be tried or tested, a plan for assessment an evaluation of possible alternatives, presented in a final written paper, with a 10-15 minute presentation to the class at the end of the semester (see below for more specifics for course requirements).

Course Page:

Students must use the *Problem Solving and Professional Judgment* Canvas course page to check for syllabus changes, readings (in Files), submit homework and in-class assignments and occasionally to engage in Discussion Groups or polls. To access the Canvas course page, please follow the instructions below:

- (1) Visit <https://canvas.eee.uci.edu>
- (2) Enter your UCInetID and password
- (3) *Problem Solving and Professional Judgment* should appear on the homepage. If the course does not appear, then click **Dashboard** on the left navigation to access the course. If you do not see Problem Solving on your Dashboard, click on **Courses**, then **All Courses** to access the course. Be sure to click on the **star** next to *Problem Solving* so it will appear in your Dashboard.

To learn more about how to use Canvas, visit <https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents>. If you are still having technical difficulties, email eee-support@uci.edu with the Canvas course page URL and a screenshot of your issue in the message.

Learning Outcomes and Course Objectives:

In this course you will:

1. Learn how to *define and frame the “problem space.”*
2. Understand the difference between individual and social *ideation and intuition.*
3. Learn how to *investigate, research and study relevant facts necessary for decision making.*
4. Learn how to *interview clients, experts and others for data, preferences, interests, needs, desires and ideas.*
5. Learn how to develop *creativity, ideas, brainstorming methods to develop alternatives for solution devising and policy suggestions.*
6. Study different *methods of quantitative analysis—statistical probabilities, data analysis, causation, correlations, regression analysis and predictions; cost benefit analysis.*
7. Learn about *social, cognitive and human errors and biases in analysis and decision making.*
8. Study *qualitative factors in decision making—the role of emotions, culture, values, religion and psychology.*
9. Distinguish between *individual and group decision-making processes and design for decision-making and dispute resolution.*
10. Develop frameworks for *risk and cost/benefit analysis—past, present and future.*
11. Experiment with different frames for decision making—making and using *decision trees.*
12. Understand the differences in particular decision rules (voting, consensus building or otherwise) and ground rules for deliberation.
13. *Making Decisions and Judgments- understanding the differences between past data analysis and future predictions.*
14. *Presenting ideas, analysis and frameworks for decisions (written and oral); reporting and advising clients and others.*
15. *Evaluating decisions and outcomes, designing for accountability.*
16. *Learning and developing frameworks and models for future counseling, decision making and assessments.*

These are a lot of learning objectives, some to be addressed in particular classes, others to be cumulative over the course of the semester. The class will work together to develop particular learning objectives to work at both group and individual levels.

Additional Relevant Readings and Resources:

James L. Adams, *Conceptual Blockbusting: A Guide to Better Ideas* (5th ed. Basic Books, 2019).

Kenneth Arrow, Robert H. Mnookin, Lee Ross, Amos Tversky and Robert Wilson (eds.), *Barriers to Conflict Resolution* (W.W. Norton, 1995).

Lisa Blomgren Amsler, Janet Martinez & Stephanie Smith, *Dispute System Design: Preventing, Managing and Resolving Conflict* (Stanford Univ. Press 2020).

Lee Epstein and Andrew Martin, *Introduction to Empirical Legal Research* (Oxford Univ. Press, 2014).

Howard Gardner, Mihalyi Csikszentmihalyi and William Damon, *Good Work: When Ethics and Excellence Meet* (Basic Books, 2002).

Thomas Gilovich & Lee Ross, *The Wisest One in the Room: How You Can Benefit From Social Psychology's Most Powerful Insights* (Free Press 2015)

John Hammond, Ralph Keeney and Howard Raiffa, *Smart Choices: A Practical Guide to Making Better Decisions* (Harvard Business School Press, 1999).

Steve Hilton, with Scott and Jason Bade, *More Human: Designing a World Where People Come First* (Public Affairs, 2016).

Howell Jackson, Louis Kaplow, Steven Shavell, Kip Viscusi, and David Cope, *Analytical Methods for Lawyers* (3rd ed. Foundation Press, 2017)

Daniel Kahneman, *Thinking, Fast and Slow* (Farrar, Straus and Giroux, 2011).

-----, Paul Slovic and Amos Tversky (eds.), *Judgment Under Uncertainty: Heuristics and Biases* (Cambridge Univ Press, 1982).

Tom Kelley, *The Art of Innovation: Lessons in Creativity from IDEO, America's Leading Design Firm* (Currency, 2001).

Randall Kiser, *Soft Skills for the Effective Lawyer* (Cambridge Univ. Press, 2017).

Randall Kiser, *How Leading Lawyers Think: Expert Insights into Judgment and Advocacy* (Cambridge Univ. Press 2011).

Gary Klein, *Sources of Power: How People Make Decisions* (MIT Press, 1999).

Sally Engle Merry, Kevin Davis and Benedict Kingsbury, (eds). *The Quiet Power of Indicators: Measuring Governance, Corruption and Rule of Law* (Cambridge Univ Press, 2015).

Michael Mintrom, *People Skills for Policy Analysts* (Georgetown Univ. Press, 2003).

James Reason, *Human Error* (Cambridge Univ Press, 1990).

Jennifer Robbennolt and Jean Sternlight, *Psychology for Lawyers* (ABA Press, 2012).

Nancy Rogers, Robert Bordone, Frank Sander and Craig McEwen (eds). *Designing Systems and Processes for Managing Disputes* (Wolters Kluwer, 2nd ed. 2018).

Lee Ross and Richard Nesbitt, *The Person and the Situation: Perspectives of Social Psychology* (Pinter & Martin Ltd.,2011).

George Steinmetz (ed.), *The Politics of Method in the Human Sciences: Positivism and its Epistemological Others* (Duke University Press, 2005).

Richard Susskind and Daniel Susskind, *The Future of the Professions: How Technology Will Transform the Work of Human Experts* (Oxford University Press, 2017).

Richard Zeckhauser, Ralph Keeney and James K. Sebenius, eds. *Wise Choices: Decisions, Games, and Negotiations* (Harvard Business School Press, 1996).

I look forward to your suggestions for relevant material as well.

Grading/Evaluation:

Class attendance (see policies below) and preparation are essential. Some classes will have pre-assigned homework for presentation in class; other times exercises will be conducted in class. Instructor permission is required to miss class, so please discuss with me in advance if you will be unable to attend a particular class.

There will be **two short paper/reflection assignments** during the semester (3 pages each) (10% of grade each), a **paper outline** (10% grade) and **one Final Project, a 15 page paper** (70% grade), which undertakes to frame a legal/social problem, scopes what data or information would be necessary to deal with the issue/problem, who relevant decision makers/stake holders should be, provides some “solutions” or alternatives for dealing with the problem and provides a description of how solutions were devised and what methods would be necessary to evaluate potential consequences of particular choices. [More detail will be provided in class and in a separate document describing the paper.] **For those seeking to satisfy the Upper level Writing Requirement, you must submit a first draft no later than November 3, 2020 and be prepared to submit a final rewrite by the end of the semester, December 16. Your paper must be approximately 7,000 words to qualify for ULWR credit (including footnotes and references).** I will adjust your grade up or down depending on attendance (see below) and class participation.

You may work on a problem alone or with other classmates (with my approval of the subject matter). We will discuss possible choices of topics in class and in Zoom office hours by appointment.

Attendance: (All policies below required by UCI Rules): please read carefully

UCI Law's Academic Rule I.L. requires that students attend the classes in which they are enrolled. The rule also states that "[i]f a student must miss a class because of an unavoidable urgent matter, the student is responsible for contacting the instructor or the Assistant Dean for Student Services as soon as the problem presents itself." You must have my authorization to miss a class (see below).

Under UCI Law's Policy on Attendance and Verification of Student Identity, an instructor may prohibit a student from taking the final examination, submitting a final paper, or participating in or receiving credit for other graded class activities, if the instructor determines that the student's attendance has been unsatisfactory. However, the instructor must first notify the student in writing of the unsatisfactory attendance record and warn the student about the consequences if attendance is not corrected. The student will have an opportunity after the warning to improve attendance in the course.

As an attorney, you will be expected to attend required court hearings, conferences, and client meetings. Similarly, you must be prepared for, arrive on time to, and attend all synchronous and asynchronous sessions of this class, as well as all other class-related meetings. You must be present on Zoom for the duration of all synchronous class sessions or class-related meetings; failure to attend a synchronous class by Zoom for its entire duration counts as an absence. You must also complete all other required synchronous and asynchronous course activities I assign, including viewing assigned pre-recorded lectures, films or other materials, and completing other assigned learning activities.

UCI Law's *Policy on Attendance and Verification of Student Identity* requires you to verify your attendance at every class session using UCI Law's secure login and attendance password system (<https://apps.law.uci.edu/attendance>) ("UCI Law Attendance App"). Students must sign in to every class session by entering a "word of the day" that I will provide at the beginning of each class. It is a violation of the Honor Code to share the "word of the day," to share your UCINetID credentials with anyone else, to login on behalf of another person to enter the "word of the day" for them, or to enter the attendance "word of the day" password when you are not present in the online class session.

If you must miss a class session or other class-related meeting due to an unavoidable urgent matter OR illness or family care-related reason, please contact me **by e-mail before that class** to discuss your absence and request an excused absence. If you are not comfortable explaining the reason for your absence to me, please contact the Assistant Dean for Student Services, Kyle Jones. I understand the challenges the COVID-19 pandemic poses for normally expected levels of attendance.

If you accumulate 2 (two) or more unexcused absences, you will fail the course.

If you miss a class, you are responsible for learning the information you missed, including but not limited to by watching the course recording; accessing any handouts, assignments, or other materials that I distributed in your absence on Canvas or via e-mail; and handing in any assignments that were due in the class.

If you experience problems with internet connectivity during a synchronous class session, please join/rejoin the Zoom class session by phone at the phone number I provided together with the Zoom web link, and contact me after the class to discuss how to make up any portion of the class session that you missed.

Camera Policy:

Student participation in class **with video cameras on** greatly enhances the online teaching and learning experience. Among other things, live video enables the instructor to assess student understanding more effectively than is possible with video off. It also facilitates community building and student engagement. In this course, students are **required to appear on camera during the duration of synchronous class sessions and other class-related meetings**. If a student cannot appear on camera, it is the student's responsibility to explain promptly to me or to Assistant Dean for Student Services Kyle Jones the reason for not appearing on camera, in advance of the class session where possible. I have discretion to grant a requested exception to the camera requirement in a specific class session, or to count the failure to appear on camera as an absence.

Class Recordings:

Most synchronous class sessions will be recorded, and class recordings will be made available to students. Class recordings are intended to allow a student to view a class the student missed due to an unavoidable urgent matter OR excused absence. They are not a substitute for attending class. Watching a class recording after the synchronous class will only count as having attended that class if I have so indicated in writing.

Please note that student recording of Zoom class sessions by any means is prohibited. Replication, redistribution, sharing, or posting of a class recording without my express written permission is strictly prohibited. Students are also prohibited from taking screenshots during Zoom class sessions and/or pinning photos. Students who violate this policy are subject to disciplinary action under the Honor Code.

Disability Services:

UCI affords all students with disabilities equal access under the law. If you are in need of accommodation under the Americans with Disabilities Act (ADA) or similar statute, you must contact the Disability Services Center (DSC) at (949) 824-6272, or preferably, complete the intake form available at this link: <https://portal.dsc.uci.edu/intake/>. DSC will contact you within five business days to schedule an appointment with the Law School DSC Counselor.

Academic Integrity:

UCI takes academic honesty very seriously. You are responsible for knowing and adhering to the explicit details of our policies available at the link below: <https://www.law.uci.edu/academics/registrar/academic-rules.html>.

You are also responsible for ensuring that your conduct conforms with UCI Law's Honor Code at all times ([https://www.law.uci.edu/academics/registrar/policies/UCI Law Honor Code.pdf](https://www.law.uci.edu/academics/registrar/policies/UCI%20Law%20Honor%20Code.pdf)).

In addition, you are responsible for complying with my specific instructions about the rules governing each individual and group assignment.

Inclusivity Regardless of Citizenship:

The University of California supports all students regardless of immigration status. Thus, this course will work to make sure that all students feel included and respected in order to best heighten each student's academic experience. If you feel that you need assistance because you are affected by either your immigration status or that of a loved one (family member, parent, friend, partner), please contact the UCI DREAM Center at dream@uci.edu.

Student Health and Wellness:

Your instructors want you to thrive at UCI, and we believe that your physical and emotional well-being are the pathways to getting there. We encourage you to do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting educated about the effects of illicit drugs and alcohol, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the law school experience is learning how to ask for help.

Here at the Law School, Student Affairs and Student Services are available to help you with personal and academic advising, counseling, and referrals. Please feel free to reach out to Dr. Jennah Jones, Assistant Dean for Student Affairs and Inclusive Excellence (jjones@law.uci.edu, 949-824-1304), or Dean Kyle Jones, Assistant Dean for Student Services (kjones@law.uci.edu, 949-824-1384).

You should also consider reaching out to the **Counseling Center** (counseling.uci.edu; 949-824-6457). The Counseling Center provides urgent care/walk-in services, crisis intervention, brief individual and couples counseling, groups, and workshops on a variety of personal and academic issues. There is a Satellite Office at the Law School, (and virtual Law School hours during COVID) where Dr. Diana Chan will provide short-term

LAW 5921 Problem Solving, Decision Making and Professional Judgment Fall 2020

Prof. Carrie Menkel-Meadow

therapy to help you address your concerns. You can schedule an appointment with Dr. Chan by calling 949-824-6457. When you call, please specify that you would like to be seen by Dr. Chan during her virtual Law School hours.

If you are concerned about a life-threatening situation, we encourage you to contact the UCI **Police Department** at 9-1-1.

For more information on mental health resources, please visit our site: <https://www.law.uci.edu/campus-life/mental-health/>.

Schedule for Class Sessions, Readings, and Other Assignments

This schedule serves as a general guideline for the semester. I may delete, add, or change readings or assignments as the semester progresses based on the progress of the class and other factors. I am working to get us some special guest speakers and I may have to accommodate our syllabus to their schedules. You are responsible for keeping track of changes made to the syllabus, whether I indicate such changes in class, on Canvas, or by e-mail. Please note that in order to pass this course, you must complete every part of every assignment, graded or ungraded.

Date	Class Subject(s)	Assignments	Readings for Class	Learning Objectives
Tuesday, August 18	Introduction to Course: Framing A Problem/Decision Choice	Think about how we frame what we think we know about a problem	Ch. 1 text “Wicked Problems” and “Likes vs. Hates” (Facebook) on CANVAS	<ol style="list-style-type: none"> 1. How are problems defined? 2. Who defines them?
Tuesday August 25	Framing A Problem	Submit: issue statement- Paper # 1	Ch. 2 text; Van Rooij et. al, CANVAS	<ol style="list-style-type: none"> 1. Identifying causes 2. Identifying Objectives

<p>Tuesday September 1</p>	<p>Who defines the problem?</p>	<p>Identify the decision makers in the readings</p>	<p>Shear, et. al, NYTimes “Passing Off Virus Burden, OC School Opening Report Teaching Law in the Times of COVID (Tim Duane) and “The End of Expertise” (Jerry Useem) on CANVAS</p>	<ol style="list-style-type: none"> 1. Who are the problem framers? 2. Who makes decisions about solutions and outcomes? 3. What information or data are used?
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<p>Tuesday, September 8</p>	<p>Data collection and sources of information</p>	<p>Guest- front line medical worker</p>	<p>Materials on CANVAS (updated) and Matthew, “Structural Inequality: The Real COVID Threat to America’s Health Care”</p>	<ol style="list-style-type: none"> 1. What do we need to know to understand a problem? 2. Interviews- experts/clients 3. Sources of data
<p>Tuesday, September 15</p>	<p>Alternatives Development: Brainstorming, Creativity</p>	<p>In-class exercises; <i>Film: Ideo and the Deep Dive; available at https://www.youtube.com/watch?v=2Dtrkrz0yoU</i></p>	<p>Ch. 3 Text: Menkel- Meadow, Creativity on CANVAS</p>	<ol style="list-style-type: none"> 1. How do we come up with alternatives?
<p>Tuesday, September 22</p>	<p>Choosing Alternatives: Cost Benefits; Risk Assessment, Utilities/Preferences/Values</p>	<p>In class exercises</p>	<p>Ch 4 and pages 115- 122 Text</p>	<ol style="list-style-type: none"> 1. How do we assess alternatives? 2. What are our values? 3. What are our metrics?

Tuesday, September 29	Introduction to Statistical Analysis/ Probabilistic Analysis	In class exercises: Guest speaker: mystery social scientist!!	Ch. 5 and 6, text	1. How to assess quantitative data— correlations, causation, regression analysis
Tuesday October 6	Evaluating and Explaining Data: Predictions	Class exercise: flatten the curve? Class Project Topic Due	Ch. 7 and 8, Text, Materials posted on CANVAS	1. How do we use data we have to evaluate proposals? 2. Predict outcomes from different possibilities?
Tuesday, October 13	Biases: Distortions in Decision Making; Social, Individual and Cognitive Errors	In class exercises	Ch. 9, 10, 11 Text	1. When are we not “rational” or “objective”? 2. Why? 3. Social influences on our decisions?
Tuesday, October 20	“A-rational factors in decision making: culture, emotion, racism, sexism, ethics, religion; risks”	In class exercises PAPER OUTLINE DUE	Ch. 16; 17 Text and Elster, Menkel- Meadow, Toni Morrison; others on CANVAS	1. How do our values affect our decisions? 2. How do others affect our decisions? 3. How do we perceive our values?

Tuesday October 27	Complexity, Multiple Factors, Uncertainty, Non-linearity Politics in Decision Making	Decision Trees	Ch. 12, 13, 15	1. Models and guides for decision making and assessment of risks; predictions
Tuesday Nov. 3	No class- election day	How will you decide for whom to vote? ULWR first draft due	Ch. 19 Text	1. HOW IS YOUR VOTING DECISION MADE? 2. HOW WERE OTHER PEOPLE'S VOTING DECISIONS MADE? 3. EXPLAIN THE DIFFERENCES?
Tuesday Nov. 10		Class presentation of Problem Projects	Ch. 20	
Tuesday Nov 17	Last class	Class Presentations		
December 16		All Papers Due		