



ECON/BUS 305 The Art of The Nudge: Behavioral Economics in Action, from Theory to the Streets of Perugia

**Course Syllabus
Spring Semester 2027**

Instructor: Luca Mariani, PhD

Credits: 3

Contact Hours: 45

Prerequisites: None

Class Meeting Days & Time: TBD

Office Hours: By appointment after a class or via Zoom (see Moodle site)

Course Type: Standard Course

Course Fee: TBA

Course Description

Why do we choose what we choose? Why do smart people make irrational decisions? And how can small changes in the way options are presented, i.e. nudges, lead to meaningful changes in individual behavior?

This course introduces students to behavioral economics, examining how real people make decisions in contexts of incomplete information, social influence, habits, and cognitive biases. Moving beyond the classical assumption of fully rational agents, students will explore how insights from economics, psychology, and decision science help explain everyday choices in areas such as consumption, tourism, energy and sustainability.

We will engage with both foundational theory and real-world applications, ranging from public policy and consumer behavior to sustainable decision-making. Through hands-on activities, case studies, and field observations, students will learn how to analyze everyday choices and design behavioral interventions that can improve decision-making and generate positive change within the communities they are part of.

Italy—and Perugia in particular—will be used as a living lab in which students will observe, map, and analyze real-world behavior. Examples may include recycling and waste disposal, food choices in cafés and markets, tourist behavior, and energy-saving decisions. Drawing on case studies from environmental economics, behavioral interventions and field experiments, students will learn how to identify behavioral problems, diagnose the mechanisms behind them, and design low-cost interventions that may improve individual and collective well-being.

Learning Outcomes and Assessment Measures

Below are the course's learning outcomes, followed by the methods that will be used to assess students' achievement for each learning outcome. By the end of this course, students will be able to:

- *Explain and evaluate* the core principles of behavioral economics, including bounded rationality, heuristics, biases, System 1/System 2 thinking, and the theory of nudges.
 - Assessment: Weekly Moodle Quizzes. Field Journal reflections.
- *Diagnose* behavioral barriers in real-world contexts and explain how biases, frictions, incentives, information problems, social norms, and choice architecture shape everyday individual choices.
 - Assessment: Behavioral Audit Fieldwork Report.
- *Design and justify* an evidence-informed behavioral intervention aimed at addressing a specific problem related to sustainability, public policy, consumer behavior or community life in the Italian context.
 - Assessment: Midterm “Design a Nudge“ Outline. Final Project – “Design a Nudge“ Presentation

- **Evaluate** behavioral interventions in terms of expected effectiveness, ethical acceptability, transparency, autonomy, unintended consequences, and cultural context.
 - Assessment: Final Project – “Design a Nudge” Presentation. Field Journal.
- *Communicate* behavioral insights effectively, using visuals, field evidence, and storytelling to present complex concepts clearly to both specialist and non-specialist audiences.
 - Assessment: Final Project – “Design a Nudge” Presentation

Course Materials

Readings

The course’s Moodle site is the primary location for readings and assignments. The course will be based on two core readings, and it will be complemented by a number of scientific papers and other books related to each topic of the course.

Core texts:

- Kahneman, D. (2011). *Thinking, Fast and Slow*. Farrar, Straus and Giroux.
- Thaler, R. H., & Sunstein, C. R. (2021). *Nudge: The Final Edition*.

Assessment

Attendance	10%
Behavioral Audit Fieldwork Report (Group)	20%
One-On-One Prof Meeting	5%
Weekly Moodle Quizzes	10%
Field Journal	20%
Midterm “Design a Nudge” Outline	5%
“Design a Nudge” Final Project	30%

Grading

Students are reminded that it is their responsibility to note the dates of exams and other assignments. No alternative exam dates will be offered and professors are not required to give partial credit for any late work (they do so at their discretion: the Institute’s default policy is no extensions and a zero for any work turned in late). Students who book travel when they have an exam or other assessment will have to change their plans or accept a zero. Letter grades for student work are based on the following percentage scale:

Letter Grade Range	Numerical Score Equivalent	Student Performance
A	93% - 100%	Exceptional Excellent
A-	90% - 92%	
B+	87% - 89%	Superior
B	83% - 86%	
B-	80% - 82%	
C+	77% - 79%	Satisfactory
C	73% - 76%	
C-	70% - 72%	
D+	67% - 69%	Low Pass
D	63% - 66%	
D-	60% - 62%	
F	59% or less	Fail (no credit)

Please note: decimal numerals between 1-4 are rounded down while 5-9 are rounded up: e.g., expect 89.4 to be 89.0 while 89.5 to round up to 90.

Course Requirements

Grades are based on the following criteria.

Attendance (10%)

Attendance is an essential part of this course. If you attend all the meetings, you will receive 10% for this part of your grade. There are no make-ups offered for attendance.

Behavioral Audit Fieldwork Report (Group) (20%)

In small groups, students will select a local context, such as a museum store, café, supermarket, or piazza, and conduct a behavioral audit. They will identify existing features of choice architecture, potential biases, behavioral frictions, and missed opportunities for nudging, while explaining how these elements may affect individual choices. See Moodle for a full prompt and template.

One-On-One Professor Meeting (5%)

Getting to know your professor makes you more comfortable with that person and therefore more likely to ask for help. It also might help for you to ask questions about the various assignments or discuss a paper idea. In this course, you get 5% of your grade for coming one time before Week 9 to office hours.

Weekly Moodle Quizzes (10%)

Students will be assigned a quiz every week, which will be due before class time and will not be reopened. The quiz will be on Moodle and it is not timed. Students can take the quiz as many times as they like, with the recorded grade being the highest grade they receive. There will be a combination of technical, *methodological*, and *content questions*. The content questions will help students zoom in on the most important ideas of the readings and the classes. The technical questions will help students learn the class's policies and administrative procedures. The methodological questions will test on skills that will pop up every week, like finding an author's argument and assessing sources.

Field Journal (20%)

Students will be provided with an observational journal throughout the course, documenting examples of real-world behavior in Perugia (e.g. recycling habits, food choices, public signage), and connecting their observations to the theories covered in-class (e.g. nudges, heuristics, System 1/2 thinking). Emphasis is on noticing and interpreting behavior through a behavioral economics lens. These journal entries will support in-class discussions and help students develop the ability to observe, interpret, and explain everyday behavior through a behavioral economics lens. Journals are submitted for grading twice during the semester, at the end of Week 5 and at the end of Week 12. Each submission is worth 10% of the final grade, for a total of 20%. See the full prompt on Moodle for more information.

Midterm "Design a Nudge" Outline (5%)

Halfway through the course, students must submit a short, 1-2 page proposal for their "Design a Nudge" final project. Their proposal should include: Target behavior and context (e.g. local food waste, museum engagement), initial idea for the nudge (e.g. default, framing, social proof), brief rationale grounded in behavioral theory. See Moodle for a full prompt and template.

"Design a Nudge" Final Project (30%)

Students will design and pitch a behavioral intervention to improve outcomes in a real-world setting, such as reducing waste, improving the tourism experience, or promoting healthier food choices. The final project will build on the midterm proposal and will be presented orally in class. See Moodle for a full prompt.

Extension & Submitting Late Work

Work submitted after the deadline will receive a grade of zero, not partial credit. Each student is allowed one extension of 24 hours over the entire semester. This can be used for any assignment but the final project. Students need to email the instructor before the deadline and inform the instructor of their use of the extension. Any work submitted after the 24-hour extension will be marked zero. As for all policies, exceptions can be made by the Director for students with special accommodations or in case of medical emergencies, etc.

Attendance Policy

Attendance is expected and mandatory for classroom times and co-curricular activities. All students are allowed **2 unexcused absences**, which do not need to be justified. It is the student's responsibility to keep them in case of real necessity. i.e., sickness or any other unforeseen inconvenience that may prevent students from being in class. More than 2 absences will affect your final grade by 2% per absence up to a maximum of 10%. Excessive unexcused absences (6 or more) may result in a failing grade or disciplinary action.

If students miss class, they are responsible for obtaining class notes from other students and/or for meeting the professor during office hours. Any work missed in class because of an excused absence may be made up within one week of the return to the class. Any work missed that was a quiz or other test must be made up outside of class time and will, in the interest of intellectual honesty, be a slightly different test than the one given in class.

Presence during mandatory field trips is especially important. Missing a mandatory field trip for a course, unless for a very serious reason that is communicated to Umbra staff in a timely manner, will lower the students' grade by half a letter grade (i.e., a final grade of a B+ would be lowered to a B).

Legitimate reasons for an excused absence or tardiness includes: death in immediate family, religious observances, illness or injury, local inclement weather, medical appointments that cannot be rescheduled

Absences relating to illness may be excused by the Director but only if a medical certification is provided.

Students who request an approved absence to observe a religious holiday must submit a formal request to the Institute's Director within one week after the add/drop period when course schedules, including any field trips, are finalized. No exceptions will be made after this deadline.

Tardiness Policy

Students are expected to attend all classes punctually. Any student arriving up to 15 minutes late or leaving up to 15 minutes earlier than the scheduled class end time will be marked as tardy. Each incident of tardiness (late arrivals to or early departures from class) is 0.5% off the final grade. However, should a student arrive more than 15 minutes late or depart more than 15 minutes before the conclusion of the class, it will be recorded as an absence.

Students are also expected to remain in class during the time of instruction except for a reasonable amount of time (no more than five minutes) to use the restroom. Students who leave class and do not return during the class session will receive an unexcused absence or late penalty.

Academic Integrity

All forms of cheating (i.e., copying during exam either from a fellow student or making unauthorized use of notes) and plagiarism (i.e., presenting the ideas or words of another person for academic evaluation without acknowledging the source) will be handled according to the Institute Academic Policy, which can be found in the Umbra Institute Academic Policies and Conduct Guidelines.

Utilizing ChatGPT or other artificial intelligence (AI) tools for the generation of content submitted by a student as their own as part of any assignment for academic credit at the Institute constitutes a form of plagiarism.

Should the Institute become aware of a student's use of such platforms and services, the student will be subject to the same consequences and judicial proceedings as are in place for plagiarism (defined above).

Laptop & Classroom Policy

Students are expected to follow the policy of the Institute and demonstrate the appropriate respect for the historical premises that the school occupies. As a general rule, the consumption of food in the classroom is not permitted. Exceptions may be made at the discretion of the professor for specific cases, such as food tastings integral to the course content. Please note that cell phones must be set on silent mode before the beginning of each class. Computers and other electronic devices (e.g., ear buds, smart watches, etc.) cannot be used during class lectures and discussions, unless there has been a specific academic accommodation. This policy also applies to earbuds and headsets.

As an instructor and as a person, I am dependent on both my computer and my telephone. That said: An ever-increasing body of research shows that open laptops and telephones in the classroom create distraction (both visual and auditory) for those using them and those around them. You can type faster than you can write, and as a result you end up processing less when you're simply typing notes. For this reason, I have a physical notebook policy: I ask you to leave your computers in your bags and phones in your pockets and use a regular notebook. There are four exceptions: 1) if you have an accommodation; 2) if you're using a tablet to take notes, 3) if you make an office hours appointment with me to discuss the use of a computer; or 4) if we have an in-class tutorial about online research tools.

While food and drink are sometimes part of Umbra classes, your grade is never dependent on consuming anything.

Schedule of Topics, Readings, and Assignments

WEEK 1

Introduction to behavioral economics and Perugia as a living lab

Meeting 1 (Classroom):

Introduction to the main questions of the course: why people do not always make rational choices, what drives people to behave “irrationally”, and in general how behavioral economics explains everyday decision-making.

Meeting 2 (Field time):

Together, we will begin observing Perugia through a behavioral economics lens, looking at signs, queues, menus, waste bins, and shared urban spaces as examples of choice architecture. You will try to connect such observations with the main topics of the course defined in the previous meeting, and complete your first Field Journal entry in a public space.

Readings for the week:

- Kahneman, D. (2011). *Thinking, Fast and Slow* (Introduction, pp. 6-18). Farrar, Straus and Giroux.

WEEK 2

Bounded rationality and System 1/System 2 thinking

Meeting 1 (Classroom):

Having outlined the main topics of the course, it's time to introduce the concept of bounded rationality and the cognitive, informational, and time constraints that affect individual decisions. You will learn how limited attention, cognitive effort, habits, and environmental complexity influence everyday choices.

Meeting 2 (Classroom):

Introduction to dual-process theories of decision-making. You will examine the distinction between System 1, which operates quickly and intuitively, and System 2, which involves slower reasoning. Through simple exercises and everyday examples, the class will explore when intuitive thinking is useful and when it can produce systematic errors.

Readings for the week:

- Kahneman, *Thinking, Fast and Slow*, Part 1: Chs. 1–2, pp. 19–50.

WEEK 3

Heuristics, biases, and individual everyday choices

Meeting 1 (Classroom):

We will discuss heuristics, i.e. mental shortcuts that help individuals make decisions under conditions of uncertainty, limited time, and incomplete information. You will examine three common heuristics: anchoring, availability, and representativeness. The meeting will explain how these shortcuts can be useful, but can also generate systematic errors in judgement.

Meeting 2 (Classroom):

Through simple exercises, short case studies, and class discussion, you will apply the three heuristics to everyday decisions. Examples will include the influence of initial prices on consumer evaluations, the effect of memorable news on perceptions of risk, and the use of stereotypes when judging people, products, or situations.

Readings for the week:

- Kahneman, *Thinking, Fast and Slow*, Ch. 11: “Anchors,” pp. 119–128; Ch. 12: “The Science of Availability,” pp. 129–136; Ch. 14: “Tom W’s Specialty,” pp. 146–155.
- Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science*, 185 (4157), 1124–1131.

Assignments:

Field Journal Check-in: Students should bring at least three everyday examples, one for each heuristic discussed during the week. This checkpoint is formative and will be used to provide feedback before the first graded submission.

WEEK 4

Choice architecture, defaults and friction

Meeting 1 (Classroom)

Whenever we make decisions, they are always made within environments that organize and present options in particular ways: this is the idea behind choice architecture. You will examine how the order, visibility, and presentation of alternatives can influence behavior, even when all options remain available. Particular attention will be given to default options and to the difference between opt-in and opt-out systems, using examples from organ donation, pension plans, digital privacy, food choices, and sustainable consumption.

Meeting 2 (Classroom + workshop)

The second meeting will focus on friction: the small practical, cognitive, or administrative barriers that can make an action easier or more difficult. We will distinguish between useful friction, which may prevent mistakes or encourage reflection, and unnecessary friction or “sludge,” which may discourage people from completing beneficial actions. Through simple case studies, we will examine forms, menus, websites, registration procedures, and public services, and think together about some small changes based on simplification, clearer instructions, fewer steps, or more appropriate defaults.

Readings for the week:

- Thaler, R. H., & Sunstein, C. R. (2021). *Nudge: The Final Edition* (Ch. 5: “Choice Architecture,” selected sections on “Make It Easy,” defaults, and active choosing, PDF pp. 110–118; Ch. 8: “Sludge,” selected sections, PDF pp. 153–160). Penguin Books.
- Ebeling, F., & Lotz, S. (2015). Domestic uptake of green energy promoted by opt-out tariffs. *Nature Climate Change*, 5, 868–871.

Assignments:

Field Journal Entry: Choice Architecture and Friction. (see the prompt in Moodle)

WEEK 5

Framing, salience and social norms

Meeting 1 (Classroom)

Framing and salience are two ways in which the presentation of information can influence judgment and choice. Equivalent information can, in fact, produce different reactions when expressed in terms of benefits rather than costs. The meeting will also explore how visibility, position, timing, vividness, and simplicity make some information more salient than other information.

Meeting 2 (Classroom + Workshop)

We are influenced every day by other people’s behavior. We can distinguish between descriptive norms, which communicate what other people do, and injunctive norms, which communicate what other people approve or disapprove of. Through simple cases involving towel reuse, recycling, littering, and food choices, we will discuss when social-norm messages are effective and when they may unintentionally normalize undesirable behavior. In small groups, you will redesign an existing message using framing, salience, or social-norm information.

Readings for the week:

- Thaler, R. H., & Sunstein, C. R. (2021). *Nudge: The Final Edition* (Ch. 1: “Biases and Blunders,” sections “Availability” and “Framing,” pp. 42–43 and 50–51; Ch. 3: “Following the Herd,” pp. 74–76 and 91–94).
- Smith, J. R., Louis, W. R., Terry, D. J., Greenaway, K. H., Clarke, M. R., & Cheng, X. (2012). Congruent or conflicted? The impact of injunctive and descriptive norms on environmental intentions. *Journal of Environmental Psychology*, 32(4), 353–361.

Assignments:

Field Journal Entry: Framing and Social Norms. (see the prompt in Moodle)

First Field Journal Submission due at the end of Week 5. (see the prompt in Moodle)

WEEK 6

Discounting, regret and intertemporal choices

Meeting 1 (Classroom)

We all compare immediate and future costs and benefits. Often, immediate rewards receive more attention than larger future benefits, which can create present bias and inconsistent choices over time. We will go over these concepts with examples related to saving money, exercising, healthy eating, and investing in energy-efficient technologies.

Meeting 2 (Classroom)

The second meeting will focus on anticipated regret: how imagining future disappointment can influence decisions made today. Through simple exercises and case studies, students will consider how regret may encourage people to act, but may also make them avoid unfamiliar or risky options. The class will examine how messages can reduce the psychological distance of future consequences by making future benefits, costs, and emotions feel more immediate.

Readings for the week:

- Thaler, R. H., & Sunstein, C. R. (2021). *Nudge: The Final Edition* (Ch. 2: “Resisting Temptation,” selected sections, PDF pp. 60–69).
- Mariani, L., Longo, A., & Brandoni, C. (2026). Households’ intentions to adopt low-carbon technologies: The role of discounting and anticipated regret. *Energy Policy*, 214, 115282, 1–12

Assignments

Midterm “Design a Nudge” Outline due end of Week 6. (see the prompt in Moodle)

Semester Break

WEEK 7

Ethics of Nudging and the Role of Public Policy

Meeting 1 (Classroom)

Nudges can influence people’s behavior while leaving all options available, but this does not automatically make them ethical. We will discuss the main ethical questions associated with nudging: Who decides what is best? Does the nudge manipulate people or benefit one group at the expense of another? Through simple examples, you will learn to distinguish between nudges designed to improve people’s welfare and interventions mainly designed to benefit governments, companies, or choice architects.

Meeting 2 (Classroom)

Nudges are only one of the tools available to policymakers. We will compare nudges with information campaigns, taxes, subsidies, regulations, and bans, and discuss when a behavioral intervention may be sufficient and when stronger public

policies are needed. You will analyse short cases from health, environmental protection, consumer policy, and public services, and decide which policy tool—or combination of tools—would be most appropriate.

Readings for the week:

- Sunstein, C. R. (2015). Nudging and choice architecture: Ethical considerations. *Yale Journal on Regulation Bulletin*, 32, 413–428.
- Thaler, & Sunstein, *Nudge: The Final Edition*, Ch. 15: “Much Ado About Nudging,” selected sections, PDF pp. 296–310.

Assignments

In-Class Group Activity: Ethical Review of Nudge Proposals. Students will work in small groups and review the nudge proposals developed by their classmates. For each proposal, they should discuss:

1. Who benefits from the nudge?
2. Does it preserve freedom of choice?
3. Could it manipulate or disadvantage anyone?
4. How could it be improved from an ethical point of view?

Each group will provide brief feedback and suggest at least one change to improve the proposal.

WEEK 8

Behavioral audits: from observation to diagnosis

Meeting 1 (Classroom)

A behavioral audit is a systematic way of examining a place or process before designing an intervention. We will learn how to distinguish between what we directly observe and what we assume about the reasons behind people’s behavior.

Using a simple case, students will identify the target behavior, map the steps involved in the decision, and look for defaults, friction, salience, social norms, feedback, and possible sources of error, with the aim of moving from a general observation to a clear behavioral diagnosis.

Meeting 2 (Field time)

In small groups, you will conduct a behavioral audit in a real setting in Perugia, such as a supermarket, café, university building, or public space. You will observe how people move through the space or complete a particular action, paying attention to signs, layout, available options, practical barriers, and existing forms of choice architecture. The focus will be on understanding the behavioral problem before proposing a solution. We will then meet for a short debrief and compare the different diagnoses.

Readings for the week:

- Thaler & Sunstein, *Nudge*, Ch. 5: “Choice Architecture,” sections “Expect Error,” “Give Feedback,” “Understanding Mappings,” and “Structure Complex Choices,” PDF pp. 119–130.

Assignments

Behavioral Audit Report (Group) due at the end of Week 8. (see the prompt in Moodle)

WEEK 9

Green nudges: waste and littering

Meeting 1 (Classroom)

Waste-related behaviors are influenced not only by environmental attitudes, but also by habits, convenience, social norms, attention, and the design of the surrounding environment. We will examine why people may support recycling and waste prevention but still sort waste incorrectly or leave litter in public spaces. Particular attention will be given to the location and design of bins, unclear instructions, perceived effort, responsibility, and the behavior of other people.

Meeting 2 (Classroom)

We will examine different practical solutions designed to improve recycling and reduce littering. Through short case studies, we will compare interventions based on clearer signs, bin design, salience, social norms, feedback, environmental-harm messages, and messages emphasizing the benefits of appropriate disposal. We will discuss why the same intervention may work differently across settings and how a simple field experiment could be used to evaluate its effectiveness.

Readings for the week:

- D'Amato, A., Mancinelli, S., & Zoli, M. (2016). Complementarity versus substitutability in waste management behaviors. *Ecological Economics*, 123, 84–94.
- Cecere, G., Mancinelli, S., & Mazzanti, M. (2014). Waste prevention and social preferences: The role of intrinsic and extrinsic motivations. *Ecological Economics*, 107, 163–176.

Assignments: Field Journal Entry about waste and littering (see the prompt in Moodle)

WEEK 10

Green nudges: energy and water

Meeting 1 (Classroom + Workshop)

Energy and water are often consumed without much attention. We will examine how feedback, social comparisons, reminders, default settings, and clearer information can make consumption more visible and encourage conservation, while also considering their limits over time.

Readings for the week:

- Allcott, H. (2011). Social norms and energy conservation. *Journal of Public Economics*, 95(9–10), 1082–1095.
- Datta, S., Miranda, J. J., Zoratto, L., Calvo-González, O., Darling, M., & Lorenzana, K. (2015). *A Behavioral Approach to Water Conservation: Evidence from Costa Rica*. World Bank Policy Research Working Paper No. 7283.

Assignments: Field Journal Entry: Energy Bill Redesign (see the prompt in Moodle)

WEEK 11

Sustainable consumption and food choices

Meeting 1 (Classroom)

Food choices are shaped not only by taste and price, but also by habits, convenience, availability, identity, and social norms. We will discuss why people may express concern about health, the environment, or animal welfare without necessarily changing what they eat. The meeting will consider the gap between attitudes and behavior and examine why simply providing more information may not always be enough to change everyday food choices.

Meeting 2 (Field time)

Together, we will visit a supermarket, market, café, or university cafeteria and observe how food choices are presented in a real setting. We will look at the position and visibility of products, menu descriptions, prices, promotions, labels, portion sizes, and the availability of sustainable options. The aim is to understand which choices are made easier or more attractive by the existing environment and to identify one possible change that could encourage more sustainable food choices without removing other options.

Readings for the week:

- Campbell-Arvai, V., Arvai, J., & Kalof, L. (2014). Motivating sustainable food choices: The role of nudges, value orientation, and information provision. *Environment and Behavior*, 46(4),

453–475.

- Garnett, E. E., Balmford, A., Sandbrook, C., Pilling, M. A., & Marteau, T. M. (2019). Impact of increasing vegetarian availability on meal selection and sales in cafeterias. *Proceedings of the National Academy of Sciences*, 116(42), 20923–20929.

Assignments: Field Journal Entry: Sustainable Food Choices (see the prompt in Moodle)

WEEK 12

Culture, context and how to communicate behavioral insights

Meeting 1 (Classroom)

Behavioral interventions do not necessarily work in the same way everywhere. Culture, local norms, trust in institutions, language, identity, and previous experiences can all influence how people respond to a nudge. We will discuss why an intervention that works in one country or community may be ineffective, misunderstood, or even rejected in another. We will brainstorm examples from Perugia and from your own cultural backgrounds to think about how nudges should be adapted to different contexts.

Meeting 2 (Classroom + Workshop)

The second meeting will focus on how to communicate behavioral insights clearly to people who are not specialists in behavioral economics. You will work on your final projects and practise explaining the behavioral problem, the proposed nudge, and the reason why it should work. Particular attention will be given to the use of simple language, relevant evidence, images, and concrete examples. You will present a draft of your idea to your classmates and use the feedback received to improve the final presentation.

Readings for the week:

- Sunstein, C. R. (2015). Nudging and cultural context: An exploratory review. *Journal of Consumer Affairs*, 49(2), 483–498.

Assignments: Field Journal Submission: Final Checkpoint due at the end of Week 12.

Students should submit the entries completed during the second part of the course, together with a short final reflection on how their way of observing and interpreting everyday behavior has changed during the semester.

WEEK 13

Final Classes, Exams, & Special Academic Events

Meeting 1 Final Project Pitch

You will pitch the final version of your “Design a Nudge” Project to the class. Your pitch should briefly explain the behavioral problem, the target group and context, the key behavioral mechanism, and your proposed nudge. You should also explain why the intervention is appropriate, address its main ethical implications, and briefly indicate how you would evaluate whether it works. The goal is to present your idea clearly, concisely, and persuasively.