Class 1. Game theory defined: Game theory studies methods for looking at situations logically and making intelligent choices, which is what this course will introduce. Tom Schelling's historic influence on the field will be presented and basic vocabulary introduced. This will be followed by thought problems for class members to begin attempting the reasoning process involved.

Class 2. Interactive decision making: The essential frame of mind to adopt for game theory is to put yourself in the other's position and anticipate the solution from his position. To help us adopt this view we will do a Schelling activity that involves attempting to think how another person is thinking to either achieve cooperation or gain an advantage.

Class 3. The two-by-two matrix, the most common tool of game theory: We will learn how to construct and read this simple four-cell box to illustrate interactions between two participants, whether they be individuals or nations. There will be exercises in how to determine the result of games. We will also learn how to illustrate real-life situations and determine likely outcomes of those situations. This tool can be applied to analyze a great variety of situations.

Class 4. The prisoner's dilemma: This will begin with a small group activity. It will be followed by a discussion of the best-known game in game theory, the prisoner’s dilemma, and its lessons on cooperation and competition. Related games, the chicken and commons dilemmas will follow. These provide insight into a wide variety of personal to international events.

Class 5. Strategies and tactics: Schelling provided the vocabulary for strategic thought, defining commitments, threats, warnings, promises. We will analyze these terms then do an activity to apply them to different situations. Tactics for
implementing strategies will be presented and discussed. Understanding different strategies is useful for making decisions on which to employ.

**Class 6. Models as metaphors:** We will look at models that are helpful for understanding social interactions by making phenomenon easier to recognize and offer insight that can help in making decisions. Activities will be included for selected models. The models presented.

Class 7. Critical mass and tipping: People often make decisions based on decisions others have made or are anticipated to make. We will learn to diagram critical mass and find the tipping point where a behavior becomes self-sustaining. Knowing about controlling the tipping point can be the key to success or failure in a variety of decisions.

**Chapter 8. Final topics:** How individual decisions and affect group outcomes. A classic Schelling experiment (done by class if possible) demonstrates how individual preferences can lead to undesired outcomes, such as segregation. Brief presentation of major themes, including minimax decisions, the Nash Equilibrium, voting. Wrap up.