

# MATTHEW CASHMAN

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## Doctoral Student, MIT Sloan

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CITIZENSHIP      Italy  
United States

EDUCATION      **2023**      **Ph.D. MIT Sloan**      **Cambridge, MA**  
MIT Neuroeconomics Lab  
Advised by: Prof. Drazen Prelec

**2020**      **S.M. MIT Sloan**      **Cambridge, MA**  
MIT Neuroeconomics Lab  
Thesis title: Causality and Self-Signaling in  
Economic Games

**2008**      **A.B. Hamilton College**      **Clinton, NY**  
Chemistry & Philosophy

EMPLOYMENT      **2023–**      **Univ. of Warwick**      **Postdoc**      **Warwick, UK**  
Houlden Postdoctoral Fellow

**2015–2017**      **Harvard**      **Lab Manager**      **Cambridge, MA**  
Moral Psychology Research Lab  
Advised by: Prof. Fiery Cushman

**2010–2015**      **L.E.K. Consulting**      **Consultant**      **Boston, MA**  
Strategy and due diligence for private  
equity and corporate clients

**2010**      **Chungdahm**      **English Teacher**      **Seoul, SK**

**2008–2009**      **Eze Castle Software**      **Analyst**      **Boston, MA**  
Software for hedge funds

AWARDS      2021      Harvard Kennedy School Program on      \$5,000  
Negotiation Next-Generation Grant

                         2019      Harvard Dean's Competitive fund      \$34,000  
*PI: Prof. Fiery Cushman*

                         2006–08      Henry B. Watkins Scholarship for      \$48,000  
First-Generation College Students

## PUBLICATIONS

**Cashman, M. P.** & Cushman, F. A. (2020). Learning from Moral Failure. In Schwenkler, John & Lambert, Enoch (eds.) *Becoming Someone New: Essays on Transformative Experience, Choice, and Change*. Oxford University Press.

Pedagogical environments are often designed to minimize the chance of people acting wrongly; surely this is a sensible approach. But could it ever be useful to design pedagogical environments to permit, or even encourage, moral failure? We consider the possibility that moral failure can be an especially effective tool in fostering learning, and the costs involved. We conclude by suggesting research directions that would help to establish whether, when and how moral pedagogy might be facilitated by letting students learn from moral failure.

Cao, C., Cao, X., **Cashman, M.** *et al.* How do successful scholars get their best research ideas? An exploration. *Mark Lett* 30, 221–232 (2019).

We interview 24 authors to ask how they got the ideas for 64 of their papers. More than three quarters of the papers were inspired by holes in the literature, by a “stylized fact” that the current literature cannot explain, or by an interaction with a manager. The rest fall into several smaller categories that to a large extent can be seen as special cases of the three big ones. We describe how papers from each of the three big categories help move the literature forward.

## WORKING PAPERS

[JMP] **Cashman, M.** & Prelec, D. 2023. *Acting as if: self-interested players act as if others will mirror their moves.*

We examine behavior in sequential public goods games, PGGs in which players move one after another but do not know each others' moves. While formally equivalent to a simultaneous game, we observe players who are maximizing profits contributing less to the public good with increasing order in the sequence. This is consistent with a sort of quasi-magical thinking such that selfish players act as if those moving after them will make the same move they do.

**Cashman, M.** 2022. *An information theoretic measure of cultural success.*

I develop a principled, content-agnostic measure of culturally-transmitted information that is stored in a mind: Retained Novel Information, or RNI. Using cloze completion tasks I estimate entropy (bits per character or word) with a treatment group (those that have been exposed to a target work) and a control group (those who have not been exposed) and take a difference measure to give RNI. This quantity represents the information from the target work that is actually stored in the reader's mind and which is, therefore, capable of influencing behavior. This technique can be used to measure information as it flows through populations among many other applications.

**Cashman, M.**, Maciejovsky, B., Wernerfelt, B. 2021. *Small talk as a contracting device: trust, cooperative norms, and changing equilibria.*

We show experimentally that even very brief small talk with a potential trading partner may function as contracting device by enhancing trust and cooperation. In contrast to formal contracts, pre-deal socializing can cover contingencies that are truly unforeseen, and unlike relational contracts, it is independent of repeated play. A second set of experiments show that between-stage socializing in repeated games can help players move from one stage-game equilibrium to another.

Voelkel, J.G., Stagnaro, M.N., Chu, J., Pink, S., Mernyk, J.S., Redekopp, C., **Cashman, M.**, Qualifying Strengthening Democracy Challenge Submitters, Druckman, J.N., Rand, D.G., Willer, R. 2022. (R&R *Science*). *Megastudy identifying successful interventions to strengthen Americans' democratic attitudes.*

The Strengthening Democracy Challenge, an N= 32,059 study, finds that 23 of 25 interventions designed to reduce anti-democratic attitudes and partisan animosity are effective. These interventions are also effective in reducing support for undemocratic practices and partisan violence, among a variety of other secondary outcomes.

INVITED TALKS	2021	Culture, Cognition, and Co-ev. Lab	PI: Joe Henrich
	2020	Human Cooperation Lab	PI: Dave Rand
	2020	MIT Sloan Marketing Seminar	
	2019	Culture, Cognition, and Co-ev. Lab	PI: Joe Henrich
	2019	Human Dynamics Lab	PI: Sandy Pentland
	2019	MIT Neuroeconomics Lab	PI: Drazen Prelec
	2017	Moral Psychology Research Lab	PI: Fiery Cushman
	2016	Moral Psychology Research Lab	PI: Fiery Cushman
CONFERENCE TALKS	2023	IAREP-SABE	Talk
	2021	SJDM	Poster
	2021	Int'l Conference on Thinking	Talk
	2021	Max Planck Summer Institute	Short talk
	2020	Cogsci	Poster
	2019	Human Behavior and Evolution Society	Talk
	2019	Boston JDM Conference	Talk
TEACHING	2020	TA, Psychology and Economics <i>Prof. Drazen Prelec</i>	MIT Economics
	2020, 23	TA, Applied Behavioral Economics <i>Prof. Drazen Prelec</i>	MIT Sloan
	2010	Instructor, Chungdahm Institute <i>Full-time English teacher for 11-17 y.o.</i>	Seoul, South Korea
SERVICE	2020–	Advisory board member	MIT Open Publishing
	2019	Ad hoc reviewer	Emotion
	2016	MPRG meeting planning	Harvard Psych.
VOLUNTEER	2016–18	MAPS Public Benefit Corporation <i>Consulting work for a non-profit pharmaceutical company developing a novel treatment for PTSD</i>	
	2013–15	Fellow, MIT Center for Collective Intelligence <i>Managed Climate CoLab teams as part of research on crowdsourcing</i>	
COURSEWORK		<i>Marketing and related fields</i>	
		Consumer Behavior Seminar	<i>Drazen Prelec</i>
		Computational Intelligence	<i>Tomaso Poggio, Shimon Ullman</i>

Game Theory as Applied to Social Behavior *Erez Yoeli, Moshe Hoffman*  
Developmental Psychology Proseminar *Susan Carey*  
Cognitive Science *Pawan Sinha, Josh Tenenbaum, Ted Gibson*  
Vision in Art and Neuroscience *P.Sinha, S. Schwettmann, S. Riskin*  
Psychology and Economics *Drazen Prelec*  
Computational Cognitive Science *Josh Tenenbaum*  
Theories of Learning *Sam Gershman*  
Human Nature *Joe Henrich, Richard Wrangham*

*Methods*

Experimental Design & Analysis *Dean Eckles*  
Measurement Issues *John Hauser*  
Research Design *Dean Eckles*  
Statistical Modeling *Kevin Rader*  
Data Science and Statistical Learning with R *A. Sivachenko, V. Farutin*

SKILLS  
Linux user day-to-day, bash & python for general scripting use  
Python + NumPy + pandas for statistics and data analysis  
OTree / Django for stimuli

REFERENCES

**Drazen Prelec**

Digital Equipment Corp LGO Professor of Management MIT Sloan;  
Department of Economics; Department of Brain & Cognitive Sciences  
[dprelec@mit.edu](mailto:dprelec@mit.edu)

**Dave Rand**

Erwin H. Schell Professor and Professor of Management Science MIT Sloan;  
Department of Brain and Cognitive Sciences  
[drand@mit.edu](mailto:drand@mit.edu)

**Birger Wernerfelt**

J.C. Penney Professor of Management; Professor of Marketing MIT Sloan  
[bwerner@mit.edu](mailto:bwerner@mit.edu)

**Joe Henrich**

Ruth Moore Professor of Biological Anthropology in the Department of  
Human Evolutionary Biology at Harvard University  
[henrich@fas.harvard.edu](mailto:henrich@fas.harvard.edu)