

The study would be fairly simple. We would ask a group of Harvard undergraduates and MBA students to take a test consisting of 50 multiple-choice questions. The questions would be similar to those on standardized tests (What is the longest river in the world? Who wrote *Moby-Dick*? What word describes the average of a series? Who, in Greek mythology, was the goddess of love?). The students would have 15 minutes to answer the questions. At the end of that time, they would be asked to transfer their answers from their worksheet to a scoring sheet (called a bubble sheet), and submit both the worksheet and the bubble sheet to a proctor at the front of the room. For every correct answer, the proctor would hand them 10 cents. Simple enough.

In another setup we asked a new group of students to take the same general test, but with one important change. The students in this section would take the test and transfer their work to their scoring bubble sheet, as the previous group did. But this time the bubble sheet would have the correct answers pre-marked. For each question, the bubble indicating the correct answer was colored gray. If the students indicated on their worksheet that the longest river in the world is the Mississippi, for instance, once they received the bubble sheet, they would clearly see from the markings that the right answer is the Nile. At that point, if the participants chose the wrong answer on their worksheet, they could decide to lie and mark the correct answer on the bubble sheet.

After they transferred their answers, they counted how many questions they had answered correctly, wrote that number at the top of their bubble sheet, and handed both the worksheet and the bubble sheet to the proctor at the front of the