



*GEORGETOWN UNIVERSITY*  
School of Continuing Studies

## Social Psychology of Economic Behavior BLHS 062

**Dates:** January 9 to April 23, Thursdays, 5:20 pm-7:50 pm

**Location:** This course takes place on-site at the Georgetown University School of Continuing Studies' building located at 640 Massachusetts Ave NW, Washington, DC 20001. Additionally, Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. To learn more about Canvas, please go through the [Canvas Guide for Students](#).

**Faculty:** Mark M. Gray. Ph.D.

**Contact Information:** [mmg34@georgetown.edu](mailto:mmg34@georgetown.edu), 202-687-0885.

**Virtual Office Hours:** Fridays, 3 pm to 5 pm and by appointment. In-person meetings available on campus and at my office at Georgetown's Center for Applied Research in the Apostolate (CARA), 2300 Wisconsin Ave., NW, Suite 400A, Washington, DC 20007.

## COURSE DESCRIPTION

Economics has developed as a highly deductive social science. It begins with rather rigid assumptions about how human beings should behave to be "rational." These were developed in the late-18<sup>th</sup> Century. Yet, inductive approaches, such as psychology and sociology understand human behavior with much a more inductive lens. How do people actually act economically and socially in feudal, capitalist, socialist, or communist economic systems? How do they react to the "rules of the game" and what are the consequences? This course examines and compares the economic systems humans have used historically to define the social psychology of economic behavior. It also addresses the future of economic systems given new technologies like automation and artificial intelligence and the rapid expansion of globalization and online commerce.

## COURSE LEARNING OBJECTIVES

By the end of the course, students should be able to:

1. Classify and summarize different economic systems historically

2. Interpret the “rules of the game” provided by economies
3. Compare and analyze human behavior in different economic systems using social psychology
4. Evaluate empirical descriptions of economic behavior to the core assumptions of economics
5. Formulate predictions about the future of economic systems and critically examine the consequences of economic systems (e.g., inequality, climate change)
6. Utilize Excel and economic data

## REQUIRED READINGS

The following are the required reading material for this course:

### **Purchase or Rent**

#### ***Passages from Antiquity to Feudalism***

Perry Anderson

Verso World History Series

Verso; 1 edition (March 12, 2013)

ISBN-10: 1781680086

ISBN-13: 978-1781680087

#### ***Animal Spirits: How Human Psychology Drives the Economy, and Why It Matters for Global Capitalism***

George A. Akerlof and Robert J. Shiller

Princeton University Press; 32511th edition (February 21, 2010)

ISBN-10: 9780691145921

ISBN-13: 978-0691145921

#### ***Energy, Economic Growth, and Geopolitical Futures: Eight Long-Range Scenarios***

Evan Hillebrand and Stacy Closson

The MIT Press (March 27, 2015)

ISBN-10: 0262028891

ISBN-13: 978-0262028899

### **Online and Free**

#### ***The Wealth of Nations***

Adam Smith

Available free online: [http://files.libertyfund.org/files/220/0141-02\\_Bk.pdf](http://files.libertyfund.org/files/220/0141-02_Bk.pdf)

#### ***The Communist Manifesto a Modern Edition***

Karl Marx and Fredrich Engels

Available free online: <https://www.marxists.org/archive/marx/works/download/pdf/Manifesto.pdf>

## COURSE REQUIREMENTS

## Technical Requirements

As part of your learning experience, you can expect to:

1. Communicate via email including sending attachments.
2. Navigate the internet using a Web browser.
3. Use office applications such as Microsoft Office or Google Docs to create documents.
4. Learn how to submit assignments in Canvas.
5. Communicate with peers using discussion boards and other platforms.
6. Upload and download saved files.
7. Have easy access to the Internet.
8. Navigate Canvas, including using the email component within Canvas.
9. Use a microphone to record audio through your computer.
10. Use an internal or external camera to record video through your computer.

In this course we will use Zoom. This enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Instructions for Zoom are available here.](#)

## Computer Requirements

Computer requirements to complete the course are listed by [Canvas in the Instructure Guides.](#)

## COURSE EXPECTATIONS

### Student Expectations

This course consists of 15 weeks. You are expected to do the readings, attend the weekly lectures, and to engage with the course material in depth. Your responsibilities include completing the assignments, and turning in your final project report. Participation is essential to your success in this class. In order to get full credit for participation, you will have to attend and participate in all discussions.

### Time Expectations

For a 3-credit undergraduate course, students should plan on spending approximately 5-6 hours per week outside of class to complete the work for each week.

### Attendance

Attendance is vital to the student learning and the learning of other classmates. Students are expected to attend every class meeting on time. I understand that, on rare occasions, there are reasons beyond your control that might prevent you from attending a session (e.g., illness or a family emergency). If you know in advance that you must miss class for a valid reason, you must discuss it with me beforehand, or it will be considered an unexcused absence. If you miss class unexpectedly due to an emergency, you must obtain a note from the assistant dean to excuse the absence.

Unexcused absences will result in a deduction of one step of a letter grade from your final grade (e.g., from a B to a B-). If a student misses two classes for any reason, he/she may be dropped from the course involuntarily for failing to satisfy the requirements of the course. Students who are consistently late should also be aware that I may deduct portions off their attendance grade (in this case, I will decide from which assessments in this course I will deduct points).

## ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. We assume you have read the honor code material located at <http://scs.georgetown.edu/academic-affairs/honor-code>, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course will all be submitted to turnitin.com for checking. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code.

The Honor Code pledge follows:

*In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.*

## Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the [Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#).

## COURSE ACTIVITIES AND ASSIGNMENTS

Written work is due by the assigned due dates. Follow-ups and class participation are contingent on the timely submission of your initial responses.

### Late Submission Policy:

As stated in the [Student Handbook](#) and [Standards](#) notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. I will consider granting extensions for assignments. The request must include the date and time when you intend to submit the assignment.

## Assignments

See the Course Schedule below.

## Citation Style

This course uses APA style for all writing and research assignments. Resources for this citation style are available through

[Georgetown Library Citation Guide](#)

[APA Style Guidebook](#)

## GRADING

Your course grade is based on your work on assignments (25%), an exam (30%), a presentation (10%), and a final paper (35%; Due May 10). Grading in this course will be determined by the following grading scale:

- A: 93% to 100%
- A-: 90% to 92%
- B+: 87% to 89%
- B: 83% to 86%
- B-: 80% to 82%
- C+: 77% to 79%
- C: 73% to 76%
- C-: 70% to 72%
- D+: 67% to 69%
- D: 63% to 66%
- F: 62% and below

## ACCOMMODATIONS

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees [disability support services](#), (202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); ) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

# STUDENT SUPPORT SERVICES

## Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- [Academic Resource Center](#)
- 202-687-8354 | [arc@georgetown.edu](mailto:arc@georgetown.edu)
- [Counseling and Psychiatric Services](#)
- 202-687-6985
- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#)
- (202) 687-4798

## Georgetown Library

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the [Library's Homepage](#) by using their University username (NetID) and password (this is the same login information used to access email, BlackBoard, etc.). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

## Research Guide

The Bachelor of Liberal Arts program has an extensive online [Library Research Guide](#) designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work.

## Learning Resources

SCS offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- The [Writing Center](#) offers professional writing support through its online peer tutoring service.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

## Technical Support

Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the [Canvas Student Guide](#) and 24 hour Canvas Support Hotline at 855-338-2770.

## COMMUNICATIONS GUIDELINES

### Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course can be controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

### Statement of Student Conduct, Civility, and Engagement

The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.

Engagement within the SCS Georgetown community takes place in on-campus meeting spaces and classrooms, and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them personally, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students' instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as well as cyber, virtual, and online environments. Thus, civility and cybercivility are expected of all students, in all campus spaces.

SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. In the event that a student's behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances can include but are not limited to: disruption of official university functions (including teaching,

research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct expectations please review the policy in-full found in the [Bachelor of Arts in Liberal Studies Undergraduate Bulletin](#). For questions about the Code of Student Conduct, please review the information provided by the [Office of Student Conduct](#).

## Communication with Peers

### Notifications

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class, please post those in the General Questions Discussion Board Forum.

### Turnaround and Feedback

If you have a concern and send me a message, you can expect a response within one business days. Please allow two business days for assessment submission feedback.

## Extreme weather, Emergencies, and Instructional Continuity

During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university's Web site or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through distance means such as online videoconferencing; check your e-mail for a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Canvas will not be changed due to campus closings.

The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

## Copyright

The materials used in Georgetown University courses ("Course Materials") generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as



lectures, videos, PowerPoints, etc., provided by a course instructor. Course Materials may only be used by students enrolled in the course for academic (course-related) purposes.

Published course readings (book chapters, articles, reports, etc.) available in Canvas are copyrighted material. These works are made available to students through licensed databases or fair use. They are protected by copyright law, and may not be further disseminated or reproduced in any form for distribution (e.g., uploading to websites, sale, exchange, etc.) without permission of the copyright owner.

More information about intellectual property and copyright can be found here:

<https://www.library.georgetown.edu/copyright>

More information about computer acceptable use policy and intellectual property can be found here: <https://security.georgetown.edu/it-policies-procedures/computer-systems-aup>

## Policy Accommodating Students' Religious Observances

The following is university policy:

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

## Title IX at Georgetown

<https://titleix.georgetown.edu/>

## Sexual Misconduct

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff.

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff. Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

**Jen Schweer, MA, LPC**

Associate Director of Health Education Services for Sexual Assault Response and Prevention  
 (202) 687-0323  
 jls242@georgetown.edu

**Erica Shirley**

Trauma Specialist  
 Counseling and Psychiatric Services (CAPS)  
 (202) 687-6985  
 els54@georgetown.edu

More information about campus resources and reporting sexual misconduct can be found at:

<https://sexualassault.georgetown.edu/get-help>

## Pregnancy Adjustments and Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements.

Students seeking a pregnancy adjustment or accommodation should follow the process laid out at: <https://titleix.georgetown.edu/student-pregnancy>.

## COURSE SCHEDULE

Week	Topic	Required Reading	Assignments
1	Intro to Economics and Social Psychology	None	None
2	Economics in Antiquity and the Agricultural Revolution	Anderson, Part One: pgs. 1-146	Essay: The Social Construction of Cash
3	Feudalism	Anderson, Part Two: pgs. 147-293	None
4	Early Capitalism and Founding Principles	Smith, Book I: pgs. 13-193	

5	Capitalism and The Industrial Revolution	Smith: Book IV: pgs. 428-504	None
6	Labor Movements, Socialism, and Communism	Marx and Engels, pgs. 1-78	Essay: Marxism: Utopian, Dead, Or Ahead?
7	Psychologies in the Modern Economies; Marketing and Consumer Creation	Akerlof and Shiller, Part One: pgs. 11-58.	Using Survey Data to Study Economics
8	The Challenges of Economics Today	Akerlof and Shiller, Part Two: pgs. 59-176.	Essay: Reforming Capitalism
9	Post-Industrial and Postmodern Economics, The Digital Revolution	Hildebrand and Closson, Pgs. 1-76	Data Analysis with Excel
10	Dealing with Economic Consequences: Inequality, Climate, Migration; What about Ethics and Social Justice?	Hildebrand and Closson, Pgs. 77-132	Final Paper Idea(s) Submission
11	Economic Futures: Augmentation, Automation, and Artificial Intelligence	Hildebrand and Closson, Pgs. 133-192	Graphics and Table Production in Excel
12	A Case for Behavioral Economics	Multimedia: Quants, Humans Need Not Apply	Final Paper Research
13	Review, Writing Workshop	None	Peer review drafts
14	Exam	None	Exam
15	Presentations	None	Presentations; Final Papers Due on May 10