



GEORGETOWN UNIVERSITY
School of Continuing Studies

Spring 2023

Social Psychology of Economic Behavior BLHS 062-01

Dates: Mondays, 5:20 PM-7:50 PM, Jan. 11 – May 13, 2023

Location: This course takes place at Georgetown University's School of Continuing Studies (SCS) at 640 Mass Ave. It is in-person instruction only. Classroom TBD.

Faculty: Mark M. Gray, Ph.D.

Contact Information: mmg34@georgetown.edu, 202-687-0885

Office Hours: Before and after class as well as by appointment

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-18th 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

Online and Free

The Wealth of Nations

Adam Smith

Available free online: 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

Students need to have sufficient technology and Internet access to complete this course. The requirements are listed by [Canvas in the Instructure Guides.](#)

COURSE EXPECTATIONS

This course is conducted in person with non-synchronous material online through Canvas.

Student Expectations

You are expected to do the readings, attend class, and to engage with the course material in depth. Your responsibilities include completing all the assignments. Participation is essential to your success in this class.

Time Expectations

Students should plan on spending approximately 12-15 hours per week on the work for the course.

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

Assignments

Class assignments represent 20% of your overall grade. One exam will be given during the semester gauging your grasp of the material. This is 25% of your grade. The centerpiece of the course is a research project on the sociological and/or psychological study of economic behavior. The specific topic will be determined by you in consultation with your professor. Throughout the semester we will be discussing and developing these projects together as a class. Class participation will account for 15% of your grade. The final paper detailing your research on your chosen topic should consist of a minimum of 2,400 words. The paper is worth 40% of your grade.

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 13). Grading in this course will be determine 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;) 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

[Counseling and Psychiatric Services](#)

202-687-6985

[Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#)

202-687-4798

Georgetown Library

Students enrolled in the 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](#) or 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.

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COMMUNICATIONS GUIDELINES

Netiquette Guidelines

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 places 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.

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>

Title IX at Georgetown

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

Sexual Misconduct

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator, will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the [Sexual Misconduct Website](#)

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

- Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu
- Counseling and Psychiatric Services (CAPS): 202. 687.6985 or after hours, call 202. 444.7243 and ask for the on-call CAPS clinician.

Thank you for supporting our students impacted by sexual violence. If interested, other helpful more general resources are included below:

- [Georgetown Self-Care Resource Guide](#)
- [Georgetown Wellness Wheel](#)
- [Georgetown Guide to Recognizing Students in Distress](#)

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 the [Pregnancy Adjustments and Accommodations for Students webpage](#).

COURSE SCHEDULE

*Course schedule will be followed but is not a contract.

Weekly Schedule

Date	Module	Exercises & Assignments Due
Week 1 Class meets Jan. 11 (Wed.)	Intro to Economics and Social Psychology	Anderson, Part One: pgs. 1-146 Multimedia: Tulips and pineapples Essay: Social Construction of Cash
Holiday		
Week 2 Class meets Jan. 23	Economics in Antiquity and the Agricultural Revolution	Anderson, Part Two: pgs. 147-293 Multimedia: Dawn of Social Networks, Göbekli Tepe
Week 3 Class meets Jan. 30	Feudalism	Smith, Book I: pgs. 13-193 Multimedia: Most Unpleasant Careers of the Middle Ages, Medieval Serfs, China the Golden Age
Week 4 Class meets Feb. 6	Capitalism and The Industrial Revolution	Smith: Book IV: pgs. 428-504
Week 5 Class meets Feb. 13	Capitalism continued	Marx and Engels, pgs. 1-78 Multimedia: Industrial Revolution, Capitalism, Consumerism Essay: Perfecting Capitalism
Holiday		
Week 6 Class meets Feb. 27	Labor Movements	Akerlof and Shiller, Part I: pgs. 11-58. Multimedia: Money in America, Allegory, Private Lives of Industrial Revolution, The Workhouse, Child Labor
Break		
Week 7 Class meets March 13	Socialism and Communism	Akerlof and Shiller, Part Two: pgs. 59-176. Multimedia: Owen in Rise and Fall of Socialism (2:30 to 13:00), Masters of Money: Marx, Happy Finland?, Perfect Norway? Essay: 1) Reforming Capitalism or 2) Marxism: Utopian, Dead, Or Ahead?
Week 8 Class meets March 20	Risk, The Digital Revolution, Recovering from COVID	Multimedia: Covid Recession, The Great Rest, Hyperinflation

Week 9 Class meets March 27	Maslow and Post-Materialism, Dealing with Economic Consequences: Inequality, Climate, Migration	Multimedia: China's Economic Weak Spot, Why Chinese manufacturing Wins, Japan: The Fading Economy, the Power of the Fed Paper Topic Selection
Week 10 Class meets April 3	Economic Futures: Augmentation, Automation, and Artificial Intelligence	Final Paper Development
Break		
Week 11 Class meets April 17	A Case for Behavioral Economics	Multimedia: Humans Need Not Apply, Responses to HNNA
Week 12 Class meets April 24	Exam	
Weeks 13 Class meets May 1	Paper Presentations	
Final Work	Paper Due: May 13	