Social Norms and Global Development

28 October 2016

Political Science 119A -- 866695
University of California, San Diego
Prof. Gerry Mackie, Spring 2016
Center 222 MWF, 10:00 – 10:50 PM

PURPOSE
A student completing this course would learn the latest research about the theory and practice of changing harmful social practices and norms, at local, urban, and national levels. This knowledge would be of use to those interested in global justice, international human rights, global public health, and international development work by IGOs and NGOs.

This is a course in applied political theory – it includes ideas from political philosophy, game theory, social network analysis, analytic sociology, moral psychology, behavioral economics, cognitive psychology, and public health. These ideas will be taught, not assumed; if you learn course materials you will succeed.

In 1996 I published a historical-sociological and game-theoretic analysis of footbinding in China and female genital cutting in Africa, which I argued were nearly equivalent practices. Footbinding ended suddenly at the beginning of the 20th century, and the paper predicted that the same methods would work to end FGC in Africa. In 1998, I discovered that the NGO Tostan in West Africa had just discovered the same strategy, but needed support. The strategy worked well and is being replicated in many practicing countries. I’ve continued to advise Tostan, and since 2004 have worked frequently with UNICEF on how to end harmful social practices, including multiple research projects and five summer training programs for UNICEF field officers. I am also now working with UK Department for International Development on a 5-year research program on ending female genital cutting.

In the recent past, social norms were not well conceptualized, and how one would go about helping to support change in harmful social practices in a community was largely a matter of trial and error. Join with me in creating a new science of organized social norms change.
TEXTS

- NO required textbooks, ALL on ELECTRONIC RESERVE
- NOT required or even recommended, just suggestions for those with policy or research interests beyond the course
  - Rogers, *Diffusion of Innovations*. This is a standard text on group behavior change. It has lots of good ideas and good real-world examples. It is theoretically incomplete, as we shall see. Buy from Amazon if interested.
  - Wydick, *Games in Economic Development*. Game theory is quite useful for understanding social practices. If you want to know more, this is a simple text with global development applications.
- The course password for electronic reserves is gm119a

TritonEd
Course Announcements and Instructions will be posted at the Announcements function of TritonED. I’ll say in class when an important announcement is posted, but it’s your responsibility to check the announcements regularly.

I will post powerpoints on TED, I will try to do so in advance, but more frequently will do so right before class or even after. Also the course will be podcast.

CONTACTS
My office is at 153E, San Diego Supercomputer Center, tel. 534-7015, email gmackie@ucsd.edu (please email rather than telephone). Office hours are Thursday 10-12 or by email appointment. If you do not follow these directions, you probably won’t find it.

Directions to Center on Global Justice, in the San Diego Supercomputer Center (SDSC), UCSD:

The CENTRAL (WEST) entrance of the SDSC is on Ridge Walk, north of the Social Science Building and south of Rimac Arena. A path goes downhill to the east. Take the path, enter the main door, continue straight and to the east until you run into windows and can go no further. Then, look right, you will see a sign for UC San Diego Center on Global Justice. At the sign, turn left, and go to the end of the wing; CGJ offices are here.

The EAST entrance of the SDSC is on Hopkins Drive, north of the Hopkins Parking structure and south of Rimac Arena. Walk west up the outside stairs to SDSC East Entrance. Enter, and go west up one more flight of stairs. At the top, turn 180 degrees and head east, and continue until you can go no further. Then, look right, you will see a sign for UC San Diego Center on Global Justice. At the sign, turn left, and go to the end of the wing; CGJ offices are here.
The Teaching Assistant is Sean Morgan, stmorgan@ucsd.edu. I will post his office location and hours on TritonEd.

*All course-related email must contain 119A in the subject line. Otherwise, it may be neglected.*

**ASSESSMENT**

- About six unannounced short quizzes 10%
- Case study proposal, 1-2 pp. Fri Apr 15 5%
- Midterm examination on weeks 1-4 Fri Apr 22 20%
- First draft case study Fri May 10, at least 6 pages 5%
- Review two other student papers, 1-2 pp. Fri May 20 5%
- Final case study, 8-10 pp., 12 max Fri May 27 30%
- Final examination on weeks 5-10 Mon Jun 3 25%

Quizzes. There will be about six unannounced five-minute quizzes at the beginning, middle, or end of class, either on class content or on assigned readings (the number of quizzes and the days of their administration will be randomly selected), one short identification or one multiple-choice question. If you do all quizzes your worst will be discarded, or you can miss one quiz without penalty. After that, quizzes are excused only for university-permitted and fully-documented excuses. Three-fourths credit for wrong answer, full credit for right answer.

The case study. Pick a real problem in the world that involves changing a harmful social practice, establishing (or strengthening) a beneficial social practice, or both. It’s probably better not to select one that is a focus of course study (unless you could show some original thinking on the topic). Read up on the problem, read up on what people, nongovernmental organizations, governments are doing to help resolve it. Apply the analytic tools of this course to that problem. We’ll do this in three stages. I’ll provide you with an outline and instructions, and in week 3 you’ll submit a brief statement of your case study (5%). It’s likely that some people will change their choice of problem between Week 3 and Week 7 as you learn more of the course’s content. That’s not a problem, just write another brief statement for me. In week 7 you’ll submit a first draft of your paper, at least 6 pages (5%). In week 8 you will peer review two other student’s papers, and they yours (5%). Meanwhile work to improve your paper and submit a final 8-10 page paper in week 9 (30%).

In-class examinations. The midterm asks you to answer 2 out of 4 short concept identifications and to answer one short essay question on roughly the first four weeks of the course (20%). Concepts you should know and two essay questions (one chosen at random for the test) will be provided in advance. The final is a bit longer: 3 out of 5
concept identifications on the last six weeks of the course and one essay question on the whole course; concepts and essay questions in advance (25%).

LATE PENALTIES
Late submissions will be penalized 10% of the grade for 5 minutes to 24 hours late, and another 5% for each further day late (absent meeting in advance requirements for exceptions stated next). Lateness will be excused only if a) I am notified by email at least 24 hours before the due date and time, AND b) the student has a university-permitted AND c) properly documented excuse.

HONESTY
We will abide strictly by standards of academic honesty. That means you must not cheat on exams, must not plagiarize on the writing assignments, and must provide proper citations for written work that you submit, among other things. If you have any questions about what is permitted, consult with us, as ambiguities will be construed against the violator. I do not have a forgiving attitude about academic dishonesty.

SCHEDULE

Introductory

Week 1.
Mon Mar 28.  **Introduction and Overview**

Wed Mar 30.  **What are Social Norms?**
  • Fox, *Watching the English*, selections, ELECTRONIC RESERVE

Fri Apr 1.  **Emergence of Norms & Institutions in Joint Attention and Pretend Play**
  • Be ready to play!
  • NOTE: SAVE YOURSELF WORK – ALWAYS CHECK SYLLABUS FOR WHAT PAGES I’VE ASSIGNED IN AN ARTICLE! Often I don’t assign the whole article.
  • Wyman and Rakoczy, Social Conventions, Institutions, and Human Uniqueness ONLY 138-145
  • Rakoczy and Schmidt, The Early Ontogeny of Social Norms ONLY 17-19
  • Sabbagh and Henderson, How an Appreciation of Conventionality Shapes Early Word Learning, ONLY 26-29
• On Apr. 7 and Apr. 9 the instructor will be at a social-norms conference. On those days there will be videos of social-norms change shown in class, BE PREPARED to discuss them on Fri Apr 11. Take notes and think.
  o Social norm or personal attitude and choice?
  o If a social norm, what is the rule?
  o Why do you think a practice harmful, or beneficial?
  o How are social norms being abandoned or adopted?

Social Norms and their Change

Week 2.  Mostly Rural Community Social Norms Change; SHOWN IN CLASS

• READINGS FOR WEEK TWO ARE LIGHT, READINGS FOR WEEK THREE ARE HEAVY, PLEASE READ AHEAD IN WEEK 3
• Take notes and think:
  o Social norm or personal attitude and choice?
  o If a social norm, what is the rule?
  o Why do you think a practice harmful, or beneficial?
  o How are social norms being abandoned or adopted?
• http://www.youtube.com/watch?v=Aao22O5iDEo 1:45 US high heels for children
• https://www.youtube.com/watch?v=d2GF9YmDY34 3:00 China Footbinding
• https://www.youtube.com/watch?v=E07vXPAKGG4 4:54 India Early Marriage
• http://www.youtube.com/watch?v=-7WaSFpKENM 3:42 Europe Corsetry
• http://www.youtube.com/watch?v=91GsVZqnR20 7:07 Niger Total Sanitation
• http://www.youtube.com/watch?v=k3kUG2Yh1fA 4:38 Ethiopia Female Genital Cutting
• https://www.youtube.com/watch?v=uvz3nxqlnGs 4:47 Sudan Female genital cutting
• http://www.youtube.com/watch?v=MO49GEwUx5A 1:01 US racial segregation and civil rights
• https://www.youtube.com/watch?v=ttTUKYwhkOk 5:41 Gambia human rights
• https://www.youtube.com/watch?v=kv9R6kn2Pcc Serbia, Otpor overthrow of tyrant
• READ: Molloy, However Long the Night, 157-185, ELECTRONIC RESERVE
• http://www.tostan.org/ read a few pages GO TO INTERNET

Wed Apr 6.  Corpovisionarios, Bogotá, Urban Social Norms Change; SHOWN IN CLASS
• Cities on Speed – Bogotá: Improving Civic Behavior (quality version in class),
  http://www.youtube.com/playlist?list=PL9CA4759A1A105ED0 (inferior copy) GO TO INTERNET
• This film is 60 minutes. Finish it on your own time if you have to leave.
• READ: http://www.news.harvard.edu/gazette/2004/03.11/01-mockus.html & ELECTRONIC RESERVE
READ: Riaño, Addressing Urban Fear and Violence in Bogotá, ELECTRONIC RESERVE
- http://corpovisionarios.org/index.php/en/ read a page or two & ELECTRONIC RESERVE

Fri Apr 8. **Review**
- Review and discussion of readings and videos since Day One: MAKE NOTES AND BE PREPARED TO DISCUSS
  - Social norm or personal attitude?
  - If a social norm, what is the rule?
  - Why do you think a practice harmful, or beneficial?
  - How are norms being abandoned or adopted?
- UNICEF, Communities Care Toolkit, Part 1, Section 1, *Information and Guidance*, pp. 23-34, ELECTRONIC RESERVE
- UNICEF, Communities Care Toolkit, Part 1, Section 1, *Social Norms*, all, ELECTRONIC RESERVE
- Sat Apr 9 by midnight: Instructions on TritonED for first assignment (due next Friday)

**Who, What, and How of Helping**

Week 3.

Mon Apr 11. **Development Ethics & Cross-Cultural Deliberation**
- Des Gasper, Denis Goulet and the Project of Development Ethics, [http://www.tandfonline.com/doi/abs/10.1080/14649880802236755](http://www.tandfonline.com/doi/abs/10.1080/14649880802236755) & ELECTRONIC RESERVE
- David Crocker, Cross-Cultural Criticism and Development Ethics, [http://journals.gmu.edu/PPPQ/article/view/199/140](http://journals.gmu.edu/PPPQ/article/view/199/140) & ELECTRONIC RESERVE

Wed Apr 13. **International Human Rights**
- S.E. Merry, *Human Rights and Gender Violence*, 3-10, 24-28, 134-137 ELECTRONIC RESERVE

Fri Apr 15. **The What of Development: Enhance Human Capacities**
- ONLY sections 1, 2, 3 [https://en.wikipedia.org/wiki/Capability_approach](https://en.wikipedia.org/wiki/Capability_approach)
- Martha Nussbaum, Judging Other Cultures, ELECTRONIC RESERVE

**The How of Development: Respect Human Autonomy**
First assignment due. Your case study: adopt a beneficial new norm, abandon a harmful old norm or both; anywhere in the world, including the U.S. I’ll provide an exact outline a week before, and you briefly respond to each point, 1-2 pages. You can change your case study as the course proceeds (consult me). Hard copy in class at 4 PM and identical electronic to TED by 11:59 PM

As of Oct. 28, Library Reserve Complete Only Up to Here.

Social Beliefs and Practices
Week 4.
Mon Apr 18. Interdependent Human Action
• Mackie, What are Social Norms, 7-15, ELECTRONIC RESERVE
Tomasello and Vaish, Origins of Human Cooperation and Morality, ONLY 237-240

Wed Apr 20. Personal Norm, Population Regularity, Dependent Social Practice
• Mackie, What are Social Norms, 27-31, ELECTRONIC RESERVE
• Rogers, Diffusion of Innovations, 5th edition, v-xiv, 1-38, ELECTRONIC RESERVE

Fri Apr 22. Midterm Exam. Covers all material from Mon Mar 31 through Mon Apr 21. Answer two out of four very short answer identifications on course concepts, 60%; answer one short essay question, 40%. Full instructions, concepts list, and two essay questions (I’ll randomly select one for the exam) provided in advance.

Week Five.
Mon Apr 25. Dependent Social Practice Continued (Diffusion of Innovation, Social Proof)
• BACKGROUND, NOT REQUIRED: Sperber, Explaining Culture, 77-97, ELECTRONIC RESERVE

Wed Apr 27. Beliefs about the Nonsocial World
• Mackie, What are Social Norms?, 36-39.
• Appiah, Cosmopolitanism, ch. 3, ELECTRONIC RESERVE
• Case study: Witchcraft in British North America, ELECTRONIC RESERVE
• Case study: Rural Vietnam belief change including social proof: Pascale, Sternin, and Sternin, The Power of Positive Deviance, 19-52 (easy to read) ELECTRONIC
RESERVE

Fri Apr 29. **Beliefs about the Interdependent Social World I**
- Interpedendent Action Learning Exercise

Week Six

Mon May 2. **Beliefs about the Interdependent Social World II**
- Mackie, What are Social Norms, 15-19, ELECTRONIC RESERVE
- Mackie, Notes on Game Theory, ELECTRONIC RESERVE
- Wydick, *Games in Economic Development*, iii-iv, 17-32, ELECTRONIC RESERVE
- Frank, *The Economic Naturalist*, 93-107, ELECTRONIC RESERVE

Wed May 4. **Beliefs about the Interdependent Social World III**
- Continued

Fri May 6. **Social Approval and Disapproval**
- Haidt, The Moral Emotions, ONLY 853-861

Week Seven

Mon May 9. **Social Norms & Moral Norms**
- Mackie, What are Social Norms, 31-36, ELECTRONIC RESERVE

- BACKGROUND, NOT REQUIRED: Bicchieri, *The Rules We Live By*, ELECTRONIC RESERVE
Empirical Findings About the Descriptive and Injunctive Aspects of Social Norms

- Cialdini and Trost, ONLY 155-162, ELECTRONIC RESERVE
- Keizer and others, The Spreading of Disorder, http://www.sciencemag.org/content/322/5908/1681.full.pdf & ELECTRONIC RESERVE

Social Dynamics of Norms Change

Abandonment of Footbinding and Female Genital Cutting

- Chong, Collective Action and the Civil Rights Movement, 103-112, WILL BE ON ELECTRONIC RESERVE

- First draft of Case Study Due hard copy in class at 4 PM and identical electronic to TED by 11:59 PM. 1500 word minimum.

U.S. Civil Rights Movement

- Chong, Collective Action and the Civil Rights Movement, 113-125, 133-137, 140, WILL BE ON ELECTRONIC RESERVE
- Mackie, What are Social Norms?, 31-32.

The Larger Enabling Environment, I. Mass Media and Norms Change: The Saleema Campaign in Sudan

- Saleema Communication Toolkit, ELECTRONIC RESERVE
- BACKGROUND, NOT REQUIRED: Paluck and Ball, Social Norms Marketing, http://static.squarespace.com/static/5186d08fe4b065e39b45b91e/t/52d1f24ce4b07f8ea759e4446/1389490764065/Paluck%20Ball%20IRC%20Social%20Norms%20Marketing%20Long.pdf & WILL BE ON ELECTRONIC RESERVE

The Larger Enabling Environment, II. Harmonization of Moral, Social, and Legal Norms: Corpovisionarios in Bogotá

- Review Wed Apr 9 course material
- Mackie, What are Social Norms, 31-32, ELECTRONIC RESERVE
- Mackie, Effective Rule of Law Requires Construction of a Social Norm of Legal Obedience, WILL BE ON ELECTRONIC RESERVE
• **Feedback to Two Peers Due**, hard copy in class at 4 PM and identical electronic to TED by 11:59 PM. Review others’ case studies.

Week Nine
Mon May 23. **The Otpor Student Movement**
• Rosenberg, *Join the Club*, chs. 8, 9, & 331-337, ELECTRONIC RESERVE

Wed May 25. **Total Community Sanitation**
• Handbook on Community-Led Total Sanitation, ONLY 8-10, 21-23, 27-30 33-35, 37, 43-55

Fri May 27. **Tostan Values Deliberations**
• Mackie & Others, Values Deliberation and Collective Action in Rural Senegal, WILL BE ON ELECTRONIC RESERVE
• Other short readings TBA

• **Case Study Due** hard copy in class at 4 PM and identical electronic to TED by 11:59 PM. Should be 2000-2500 words (8-10 pages); maximum word count 3000 words (penalty for exceeding).

Week Ten
Mon May 30. **Memorial Day. No Class.**

Wed Jun 1. **Optional Student Presentations**

Fri Jun 3. **Review**

Mon Jun 6, 8-11 AM. **Final Exam.** Answer three out of five short answer identifications on course concepts from Wed Apr 23 through Fri Jun 6 (50%); answer one short essay question on whole course (50%). Full instructions, concepts list, and two essay questions (I’ll randomly select one for the exam) provided in advance. Note: you have all three hours but most will finish early.

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