

# Social Norms and Global Development

Political Science 111D – 866695  
University of California, San Diego  
Prof. Gerry Mackie, Spring 2017  
CSB 005, MWF 11:00 AM-11:50 AM

18 March 2017  
Readings on UCSD Electronic Reserve  
are complete through May 8

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## **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 20<sup>th</sup> 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 cheap 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.

## 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 TritonEd, 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](mailto: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 Rimalc 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 Rimalc 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 Mackenzie Rice, [mtrice@ucsd.edu](mailto:mtrice@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

- Six or so unannounced short quizzes 10%
- Case study proposal, 1-2 pp. **Fri Apr 21** 5%
- Midterm examination on weeks 1-4 **Fri Apr 28** 20%
- First draft case study **Fri May 19**, at least 6 pages 5%
- Review two other student papers, 1-2 pp. **Fri May 26** 5%
- Final case study, 8-10 pp., 12 max **Fri Jun 2** 30%
- Final examination on weeks 5-10 **Fri Jun 16** 25%

Quizzes. There will be six or so 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. Half credit for wrong answer, full credit for right answer.

The case study. Pick a real problem in the world that involves abandoning 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%).

Don't be intimidated by the case study. Students manage to complete it successfully. The exercise has several iterations – the trick is don't try to be perfect from the start, rather, start with tentative ideas and make it better over time.

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 ONE**

##### **Mon Apr 3. Introduction and Overview**

- Will be used through much of course:
  - Mackie, et al., What are Social Norms? How are they Measured?

##### **Wed Apr 5. What are Social Norms?**

- Fox, *Watching the English*, selections

##### **Fri Apr 7. 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.
- Schmidt, M. F. H., & Rakoczy, H. (forthcoming).. In K. Bayertz & N. Roughley (Eds.), *The normative animal? On the anthropological significance of social, moral and linguistic norms*. Oxford University Press.  
[https://www.researchgate.net/publication/273380749\\_On\\_the\\_uniqueness\\_of\\_human\\_normative\\_attitudes](https://www.researchgate.net/publication/273380749_On_the_uniqueness_of_human_normative_attitudes) READ ONLY 5-15, 19-22
- Henderson Annette M. E., Scott Jessica C., 2015, She called that thing a mido, but should you call it a mido too? Linguistic experience influences infants' expectations of conventionality, *Frontiers in Psychology* 6:332.

<http://journal.frontiersin.org/article/10.3389/fpsyg.2015.00332/full> ONLY 1-4, 8-10

## Social Norms and their Change

WEEK TWO

Mon Apr 10. **Mostly Rural Community Social Norms Change; SHOWN IN CLASS**

- Take notes and think:
  - Social norm or personal attitude?
  - If a social norm, what is the rule?
  - Why do you think a practice harmful, or beneficial?
  - 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,
    - How your instructor got involved in all this
  - Guala, Francesco, *Understanding Institutions*, 2016, Ch. 1 Rules, 3-19.
    - Parts may be difficult to follow, but will become clear as course proceeds

Wed Apr 11. **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>
  - Riaño, Addressing Urban Fear and Violence in Bogotá,
  - <http://corpovisionarios.org/index.php/en/> read a page or two

Fri Apr 14. **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,
- UNICEF, Communities Care Toolkit, Part 1, Section 1, *Social Norms*, all,
- Sat Apr 9 by midnight: Instructions on TritonED for first assignment (due next Friday)

## Who, What, and How of Helping

### WEEK THREE

Mon Apr 17. **Development Ethics & Cross-Cultural Deliberation**

- David Crocker, *International Development Ethics*, <https://www.bu.edu/wcp/Papers/OApp/OAppCroc.htm>
- David Crocker, *Cross-Cultural Criticism and Development Ethics*, <http://journals.gmu.edu/PPPQ/article/view/199/140>

Wed Apr 19. **International Human Rights**

- S.E. Merry, *Human Rights and Gender Violence*, 3-10, 24-28, 134-137
- Sections 2.5, 3.4, 5.1 and pp. 50-53, 58-62 of [http://www.unicef.org/rightsresults/files/HRBDP\\_Urban\\_Jonsson\\_April\\_2003.pdf](http://www.unicef.org/rightsresults/files/HRBDP_Urban_Jonsson_April_2003.pdf)
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Fri Apr 21. **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*,
- <http://hdr.undp.org/en> read a few pages

**The How of Development: Respect Human Autonomy**

- David Ellerman, 2002, "Autonomy-Respecting Assistance," In Sakiko Fukuda-Parr, Carlos Lopes, Khalid Malik *Capacity for Development: New Solutions to Old Problems*, London: UNDP. <http://www.ellerman.org/wp-content/uploads/2016/10/UNDP-capacity-paper.pdf>

Fri Apr 21 **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 and identical electronic to TritonEd by 11:59 PM

## Social Beliefs and Practices

WEEK 4.

Mon Apr 24. **Interdependent Human Action**

- Tomasello and Vaish, Origins of Human Cooperation and Morality, ONLY 237-240, 245-249  
[http://www.eva.mpg.de/psycho/staff/vaish/pdf/Tomasello\\_Vaish\\_2013\\_Annual\\_Reviews\\_of\\_Psyc.pdf](http://www.eva.mpg.de/psycho/staff/vaish/pdf/Tomasello_Vaish_2013_Annual_Reviews_of_Psyc.pdf)
- Gelfand, Michele J. et al., Differences Between Tight and Loose Cultures, <http://science.sciencemag.org/content/332/6033/1100>
- Mackie, *What are Social Norms*, 7-15,
- Start Rogers, *Diffusion of Innovations*, 5<sup>th</sup> edition, v-xiv, 1-38,

Wed Apr 26. **Personal Norm, Population Regularity, Dependent Social Practice**

- Continue Rogers
- Mackie, *What are Social Norms*, 27-31,
- Cialdini, from *Influence*, ch. 4, "Social Proof," ONLY 114-119, 128-136, 152-156,

Fri Apr 28. **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 May 1. **Beliefs about the Nonsocial World**

- Mackie, *What are Social Norms?*, 36-39.
- Paul Harris, *Trusting What You're Told*, 1-7, 199-204.  
<https://www.degruyter.com/viewbooktoc/product/184657>
- Appiah, *Cosmopolitanism*, ch. 3,
- Case study: Rural Vietnam belief change including social proof: Pascale, Sternin, and Sternin, *The Power of Positive Deviance*, 19-52 (easy to read)
- OPTIONAL Case study: Witchcraft in British North America, NOT on reserve, at this link: <http://digitalcommons.unl.edu/etas/19/>
  - Cotton Mather's *Wonders of the Invisible World* (1693), one of the bases of the witch hunts in colonial New England. I don't expect you to peruse this but in case you are curious this is a great illustration of someone extremely intelligent and well-learned, speaking in the American idiom, and who yet believes in witchcraft and magic. How would a change agent help Mather to form correct beliefs? Hint: not by trying to change a single belief but by changing a whole connected set of them.

Wed May 3. **Changing Beliefs about the Nonsocial World**

- Kumar, Vishwajeet, 2015, Enculturating science: Community-centric design of behavior change interactions for accelerating health impact, *Seminars in Perinatology*, 39:393-415.
  - Brilliant!

Fri May 5. **Beliefs about the Interdependent Social World I**

- Valente, Thomas, , 2012, Network Interventions, *Nature* 337:49-53  
[http://www.nihorbit.org/Shared%20Documents/Valente\\_2012%20Science.pdf](http://www.nihorbit.org/Shared%20Documents/Valente_2012%20Science.pdf)
- McNeill, WH, 1995, *Keeping Together in Time*, HUP, ch. 1, 1-11+
- Interdependent Action Learning Exercise

WEEK SIX

Mon May 8. **Beliefs about the Interdependent Social World II**

- Mackie, What are Social Norms, 15-19,
- Frank, *The Economic Naturalist*, 93-107
- Mackie, Notes on Game Theory
- Wydick, *Games in Economic Development*, iii-iv, 17-32,

Wed May 10. **Beliefs about the Interdependent Social World III**

- Guala, Francesco, 2016, *Understanding Institutions*, Ch. 3, Money, 33-42.
- Bowles and Gintis, *A Cooperative Species*, 2011, ii-iv, 19-45.  
<http://www.jstor.org/stable/pdf/j.ctt7s72v.6.pdf?acceptTC=true> and

Fri May 12. **Social Approval and Disapproval**

- Mackie, *What are Social Norms?*, 26-27.
- Brennan and Pettit, *The Economy of Esteem*, 16-25
- Haidt, The Moral Emotions, ONLY 853-861  
[http://www.yalepeplab.com/teaching/psych131\\_summer2013/documents/Lecture1\\_1\\_Haidt2003\\_Moralemotions.pdf](http://www.yalepeplab.com/teaching/psych131_summer2013/documents/Lecture1_1_Haidt2003_Moralemotions.pdf) and on .
- BACKGROUND, NOT REQUIRED, Baumeister, How Emotion Shapes Behavior  
<http://psr.sagepub.com/content/11/2/167.full.pdf>

WEEK SEVEN

Mon May 15. **Approval Continued; then Moral Norms**

- Kuran, Timur, 1995, , *Public Truths, Private Lies*, 3-9, 15-38.
- Mackie, What are Social Norms, 31-36
- Helwig and Turiel, Children's Moral and Social Reasoning, ONLY 568-571,  
<http://onlinelibrary.wiley.com/doi/10.1002/9781444390933.ch30/summary>



Wed May 17. **Empirical Findings About the Descriptive and Injunctive Aspects of Social Norms** Note -- each reading is quite short.

- Cialdini and Trost, ONLY 155-162,
- Schultz and others, The Constructive, Destructive, and Reconstructive Power of Social Norms <http://pss.sagepub.com/content/18/5/429.full.pdf> short
- Keizer and others, The Spreading of Disorder, 2008, <http://www.sciencemag.org/content/322/5908/1681.full.pdf> short
- Keizer and others, The Importance of Demonstratively Restoring Order, 2013, <http://journals.plos.org/plosone/article/asset?id=10.1371%2Fjournal.pone.0065137.PDF> , ONLY 1-4
- Salvi, Shaul, Corruption Corrupts, 2016, *Nature* 531:456-457. <http://www.nature.com/nature/journal/v531/n7595/full/nature17307.html>

OPTIONAL BACKGROUND. These are four recent review essays on social-norms concepts. The ideas expressed are similar but not identical to mine. Look at these if you want a different perspective, are curious, or plan to do future work in this area. Not required for success in this class.

- Michele J Gelfand and Joshua Conrad Jackson, 2016, From one mind to many: the emerging science of cultural norms *Current Opinion in Psychology* 8:175-181. <http://www.sciencedirect.com/science/article/pii/S2352250X15002997>
- Morris, Michael W., et al., 2015, Normology: Integrating insights about social norms to understand cultural dynamics *Organizational Behavior and Human Decision Processes* 129: 1–13. <http://www.sciencedirect.com/science/article/pii/S0749597815000084>
- Chung, Adrienne, and Rajiv Rimal, 2016, Social Norms: A Review, *Review of Communication Research* 4:1-28. <http://www.rcommunicationr.org/index.php/articles/volume-4-2016/finish/18/61>
- Bicchieri, The Rules We Live By,

## Social Dynamics of Norms Change

Fri May 19. **General Reflections**

- Gordon-Kraft, Todd, et al. 2015 Promoting cooperation in the field, *Current Opinion in Behavioral Sciences* 3:96–101.
- Tankard, Margaret E. and EL Paluck, 2016, Norm Perception as a Vehicle for Social Change, *Social Issues and Policy Review*, Vol. 10, No. 1, 181-211.

Fri May 19. First draft of **Case Study Due** hard copy in class and identical electronic to TritonEd by 11:59 PM. 1500 word minimum.

#### WEEK EIGHT

Mon May 22. **Abandonment of Footbinding and Female Genital Cutting**

- Mackie, Ending Footbinding and Infibulation: A Convention Account, <http://www.jstor.org/stable/2096305>
- UNICEF, Coordinated Strategy to Abandon Female Genital Mutilation/Cutting in One Generation, 2007 and [http://www.childinfo.org/files/fgmc\\_Coordinated\\_Strategy\\_to\\_Abandon\\_FGMC\\_in\\_One\\_Generation\\_eng.pdf](http://www.childinfo.org/files/fgmc_Coordinated_Strategy_to_Abandon_FGMC_in_One_Generation_eng.pdf) ONLY 12-17, 46-47
- Voices 4 Change, 2015, Quantitative & Qualitative Results from Voices for Change Baseline Study. <http://itad.com/wp-content/uploads/2016/09/Attitudes-Practices-and-Social-Norms-Survey-Report-FINAL-September-2015.pdf>

Wed May 24. **The Larger Enabling Environment, I. Mass Media and Norms Change: The Saleema Campaign in Sudan**

- Saleema Communication Toolkit, <http://www.saleema.net/upload1/Saleema%20Communication%20book.pdf> and on . READ 1-30 (lots of pictures). Reading more is recommended but not required.
- BACKGROUND, NOT REQUIRED: Paluck and Ball, Social Norms Marketing, <http://static.squarespace.com/static/5186d08fe4b065e39b45b91e/t/52d1f24ce4b07fea759e4446/1389490764065/Paluck%20Ball%20IRC%20Social%20Norms%20Marketing%20Long.pdf>

Fri May 26. **The Larger Enabling Environment, II. Harmonization of Moral, Social, and Legal Norms: Corpovisionarios in Bogotá**

- Review Wed Apr 9 course material including Riaño.
- Mackie, What are Social Norms, 31-32,
- Bajaj, Cislaghi, and Mackie, 2016, *Advancing Transformative Human Rights Education*. <https://www.openbookpublishers.com/shopimages/The-UDHR-21st-C-AppendixD.pdf> . READ 53-67 (Bogotá).
- Mackie, Effective Rule of Law Requires Construction of a Social Norm of Legal Obedience,

Fri May 26. **Feedback to Two Peers Due**, hard copy in class and identical electronic to TED by 11:59 PM. Review others' case studies.

#### WEEK NINE

Mon May 29. **Memorial Day.**

Wed May 31. CHONG OTPOR

Fri Jun 2. **Total Community Sanitation**

- Handbook on Community-Led Total Sanitation, ONLY 8-10, 21-23, 27-30 33-35, 37, 43-55

<http://www.communityledtotalsanitation.org/sites/communityledtotalsanitation.org/files/cltshandbook.pdf>

Fri Jun 2. **Case Study Due** hard copy in class at 10 AM and identical electronic to TritonED by 11:59 PM. Should be 2000-2500 words (8-10 pages); maximum word count 3000 words (penalty for exceeding).

WEEK TEN

Mon Jun 5. **Tostan Values Deliberations**

- *Enabling Social Change: How values deliberations led to individual and collective empowerment in rural Senegal on*

Wed Jun 7. **Optional Student Presentations**

Fri Jun 10. **Review**

**Bonus Extra, not required for course**

- Ways to free yourself from social pressure:
  - Taming the Mammoth: Why You Should Stop Caring about What People Think. <http://waitbutwhy.com/2014/06/taming-mammoth-let-peoples-opinions-run-life.html>

Fri Jun 16, 1130 AM – 229 PM. **Final Exam.** Answer three out of five short answer identifications on course concepts from Mon May 1 through Fri Jun 10 (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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