

Chapter 18

A.) The Sungusungu of
Tanzania

B.) Integrating Social
Psychology

Resolving the Collective Action Problem

- 1.) Cooperation Easier in Small Groups
- 2.) Communication
- 3.) Rewards and Punishments
- 4.) Appeals to altruistic norms.

ALL of these are ways to generate trust and ensure that people will follow the socially desirable behavior.

Example: Sungusungu of Tanzania

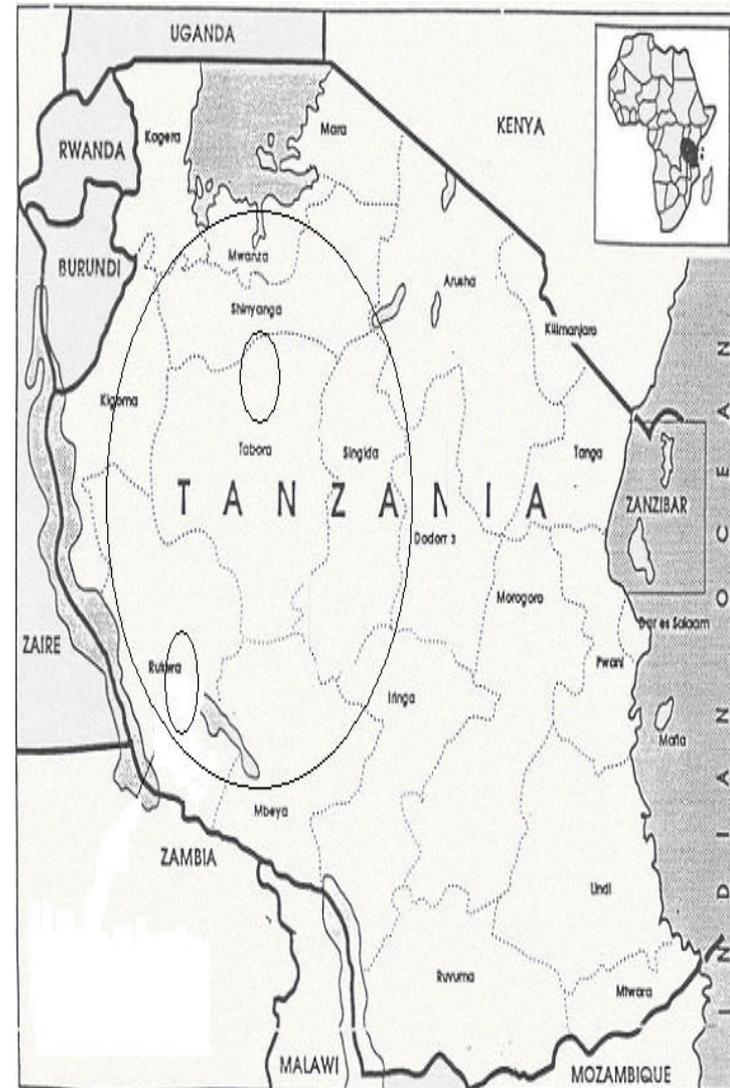
- 1.) What – informal justice organizations (“vigilantes”)
- 2.) Why – Tanzania/Uganda war resulted in armed bandits/raiders.
- 3.) When – emerged 1982 to prevent increasing cattle rustling.
- 4.) How – Sukuma tribal institutions re-established.

Scope of Sungusungu

Sungusungu vigilante organizations in distant villages effectively cooperate with other villages to create a **national justice system**.

Examples:

- Cooperative ostracisms of entire villages (>10,000 men).
- Inter-village cooperation to locate stolen cattle



Policing and Group Defense

Vigilante organizations need many people to participate. The problem is “free-riders” can do nothing and still receive the benefits. Thus, people need to trust that others will participate, or they also will decide they should free-ride to avoid being the “sucker”.

How do the *Sungusungu* resolve their social dilemma?

The organizations are founded upon sets of rules shared by the Sukuma ethnic group.

Unlike other ethnic groups (e.g., the Pimbwe), the Sukuma can trust one another across wide social scales.

Trust allows for communication, changing payoffs with punishment, and the emergence of altruistic norms (e.g., do it for the good of the Sukuma).

Different ethnic groups have different cultural rules (social institutions).

Pimbwe



Sukuma



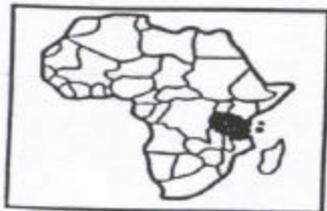
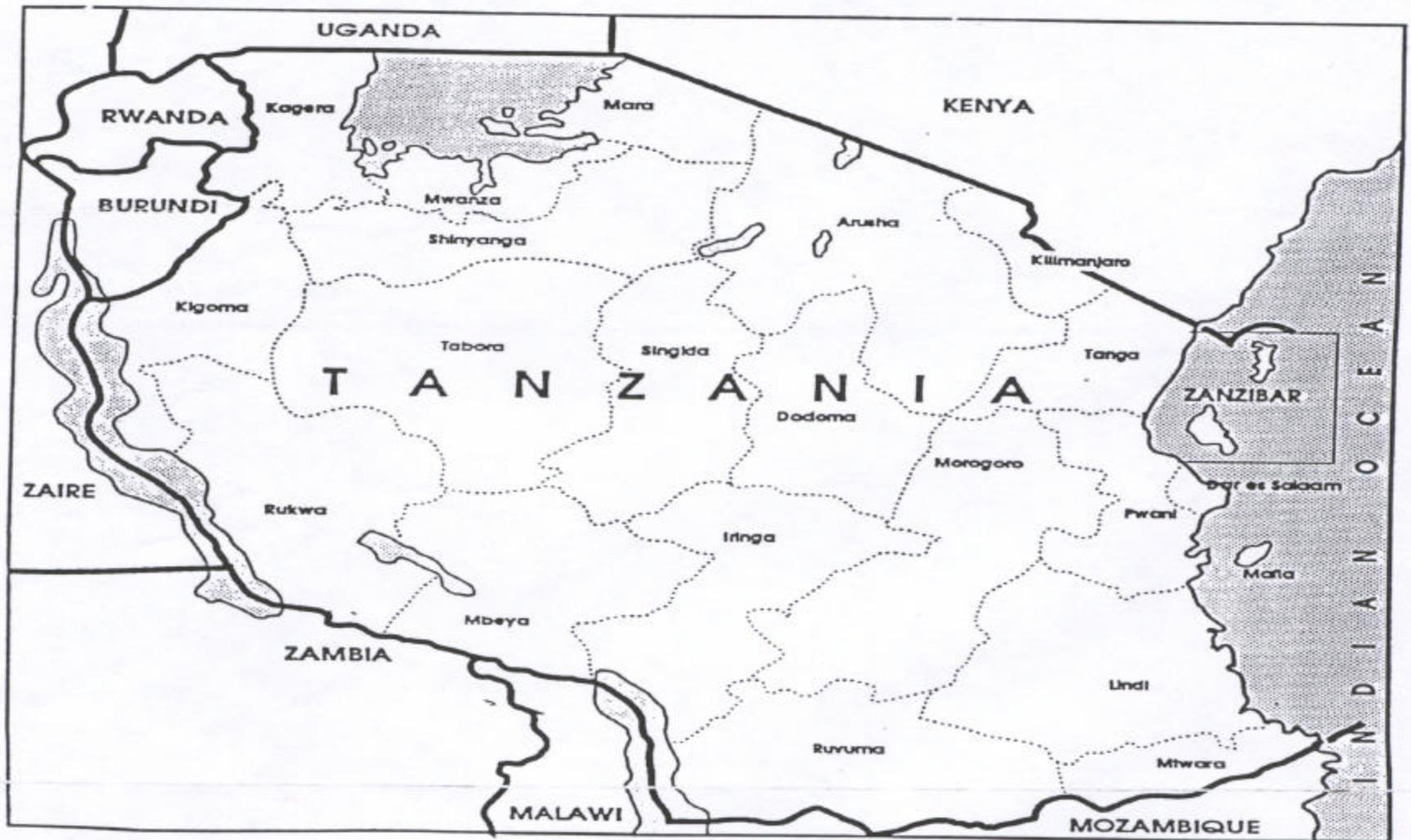
Description of Ethnic Groups

	Pimbwe	Sukuma
Economy	Hunter-horticulturalists	Agro-pastoralists
Social Organization	Weak central chiefdom, villages and clans	Multiple chiefdoms, strong village institutions
Ethnic loyalty, pride, trust	Weaker	Stronger

Characteristics of Social Institutions

	Pimbwe	Sukuma
Scope of social institutions	<i>Smaller</i> (village, clans, families)	<i>Wider</i> (cross-cutting ethnic-level institutions; <i>Sungusungu</i>)
Importance of sharing	Stereotyped as being stingy (institutions, economic hardship ?)	Stereotyped as being exceptional generous

MAP OF THE UNITED REPUBLIC OF TANZANIA



Outline

Major Theoretical Perspectives

Combining Different Perspectives

Why Research Methods Matter

How Does Social Psychology Fit into
the Network of Knowledge?

The Future of Social Psychology

Major Theoretical Perspectives

Proximate explanation –

a focus on relatively immediate causes

Ultimate explanation –

a focus on background or historical causes

Major Theoretical Perspectives

The major theoretical perspectives include:

Sociocultural

Evolutionary

Social Learning

Social Cognitive

Symbolic Interaction

Sociocultural Perspective

What drives social behavior?

Forces in larger social groups such as:

Norms within cultural groups

Social class differences

Nationality/ethnicity

Fads



Evolutionary Perspective

What drives social behavior?

Genetic predispositions inherited from our ancestors, such as

The tendency to feel fear on seeing an angry face

The tendency for mothers to feel protective of their children



Culture and Evolution Interacting

Just as the human mind is designed to learn a particular language, modern cultural psychologists argue it is designed to learn some set of norms (Fiske et al., 1998).

Culture and Evolution Interacting

Culture develops within potentialities and limits set by human evolution.

Human evolution develops within possibilities and limits set by culture.

**Affect how
cultures are
designed**

**Human predispositions
influence which
cultural norms are
likely to be adopted**

**Evolutionary
Factors**

**Sociocultural
Factors**

**Social norms can
influence the success of
different survival and
reproductive strategies**

**Affect
evolution in
human groups**

Social Learning Perspective

What drives social behavior?

Classically conditioned preferences

People come to feel positively towards new people they meet while eating tasty food.

Social Learning Perspective

What drives social behavior?

Habits rewarded by other people

A boy who acts violently after his friends praise him for winning a violent video game.

Social Learning Perspective

What drives social behavior?

Imitating the rewarded behavior of others

Buying a gun after seeing a movie in which the hero wins true love after shooting half the people in town.

Social Learning Perspective

Links to other perspectives

We learn sociocultural norms from years of learning experiences.

Learning follows tracks laid down by evolutionary history (example: people raised like family members in kibbutz do not fall in love even though norms do not oppose it).

Social Cognitive Perspective

What drives social behavior?

What we pay attention to.

How we interpret and judge social situations.

What we retrieve from memory.

For example, people using simple heuristics
(trust an authority/go with the majority)
may be persuaded by weak messages.

**Affects
Cognitive
Processes**

**Past experience with
rewards influences
current schemas,
cognitive structures,
and attributions**

Social Learning

Social Cognition

**Learning anything
new requires
attention, encoding,
and memory**

**Affects
Learning
Processes**

Are Gender Differences in Our Genes, in Our Cultural Experiences, or All in Our Minds?

People interpret boys' and girls' behavior in line with cultural stereotypes.

The stereotypes are partly based on some universal gender differences in sex roles.

Are Gender Differences in Our Genes, in Our Cultural Experiences, or All in Our Minds?

Some division of labor follows from evolved sex differences.

Thus, genes, culture, and mind interact.

Are Gender Differences in Our Genes, in Our Cultural Experiences, or All in Our Minds?

Similarities and differences between men and women can be considered from each of the different theoretical perspectives.

Doing so helps us see the connections between the perspectives.

Perspective

Gender Differences

Evolutionary

**Some sex roles naturally fall to one sex
(e.g. bearing children)**

Sociocultural

**Some social roles (e.g., nurse) assigned
to women; others to men (e.g., soldier)**

Social Learning

**Boys are punished for playing with
dolls; Girls are rewarded for playing
“house”**

Social Cognitive

**People remember a man’s behavior
as “aggressive,” a woman’s as
“nurturant”**

Combining Different Perspectives

Two general principles link the perspectives.

Social behavior is goal-oriented.

Social behavior represents a continual interaction between the person and the situation.

Social Behavior is Goal-Oriented

At the surface level, we have many
day-to-day goals

Go shopping

Study for a test

Get a date for Saturday night

Etc.



Social Behavior is Goal-Oriented

At the broadest level, we can categorize social goals into fundamental motives –

To establish social ties

To understand ourselves and others

To gain and maintain status

To defend ourselves and those we value

To attract and retain mates.

Are there other basic motives underlying social behavior?

On a moment to moment basis, our social behaviors are not directly concerned with fundamental motives.

We often focus our thoughts on narrower goals (such as making a good impression on the boss).

Narrow everyday goals serve one or more fundamental motives.

Perspective

Person

Situation

Evolutionary

- Genetic Predispositions
- Human Nature

- Features in ancestral environment linked to survival and reproduction

Sociocultural

- Internal Social Standards

- Societal Norms

Social Learning

- Habits
- Conditioned Preferences

- Rewards
- Punishments

Social Cognition

- Schemas
- Remembered Episodes

- Attention-grabbing features of social environment



The Interaction Between the Person and the Situation

1. Different persons respond differently to the same situation.

Example: Some people avoid threats;
Others are stimulated to fight harder.





The Interaction Between the Person and the Situation

2. Situations Choose the Person.

Not everyone gets to enter every situation they would like.

Example: We are sometimes chosen, and sometimes rejected by potential friends, dates, athletic teams, colleges, and jobs.



The Interaction Between the Person and the Situation

3. Persons Choose Their Situations.

Example: Violence-prone people choose to watch violent films; Less violent people do not.



The Interaction Between the Person and the Situation

4. Different Situations Prime Different Parts of the Person.

Example: Situations with important consequences lead us to search thoroughly for accurate information; less important situations lead us to use simplifying heuristics.



The Interaction Between the Person and the Situation

5. Persons Change The Situation.

Example: Director J. Edgar Hoover turned the F.B.I. into a more powerful, and more paranoid, organization than it was before.



The Interaction Between the Person and the Situation

6. Situations Change the Person.

Example: At the end of several years in a liberal college, students are themselves more liberal.

Why Research Methods Matter

Research on self-presentation and social cognition teaches us that our eyes and ears don't always take in the full picture.

Other people try to hide their motives in very skillful ways.

Our own minds often distort, oversimplify, or deny what we see and hear.

Focus on Method: Some Conclusions for Consumers of Social Science Information

1. Look for good descriptions to accompany explanations.

Experiments uncover cause-effect relationships,

But descriptive methods give a more complete picture of what actually happens out in the real world.

Focus on Method: Some Conclusions for Consumers of Social Science Information

2. Don't trust everything people say.

People can't (or sometimes won't) report well on all their own motivations or prejudices.

Covert measures (such as implicit measures of prejudice) can be helpful.

Focus on Method: Some Conclusions for Consumers of Social Science Information

3. Beware of confounds.

In experiments, confounding variables are accidentally varied along with the manipulation.

Confounds often plague data from descriptive studies (example: a correlation between race and property crime may be due to social class).

Focus on Method: Some Conclusions for Consumers of Social Science Information

4. Ask for converging evidence.

Meta-analyses analyze data across multiple studies of same question.

Triangulation examines the same problem using different methods, each having different biases.