Political Sociology

Tutorial 4 | Social Capital

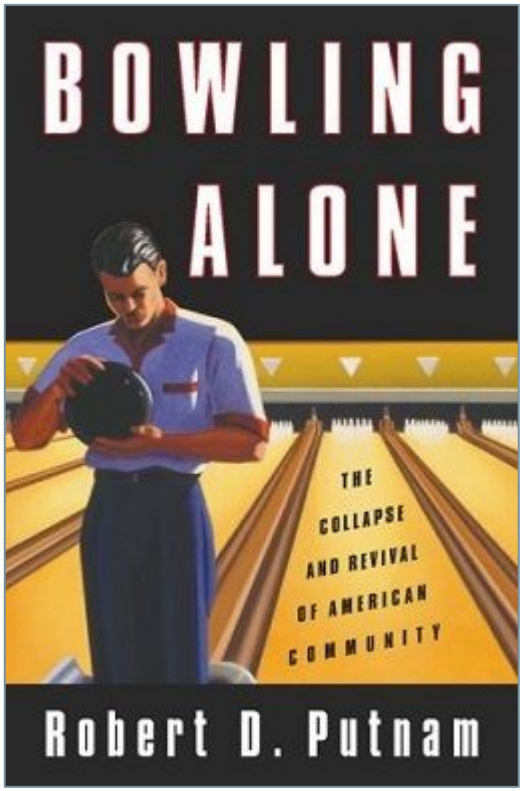
1. Group-based collaboration
2. Network assistance with activity
3. Additional help, often unacknowledged

Participation optional

Response expected

On the banners of the French Revolution was inscribed a triad of ideals — liberty, equality, and fraternity.

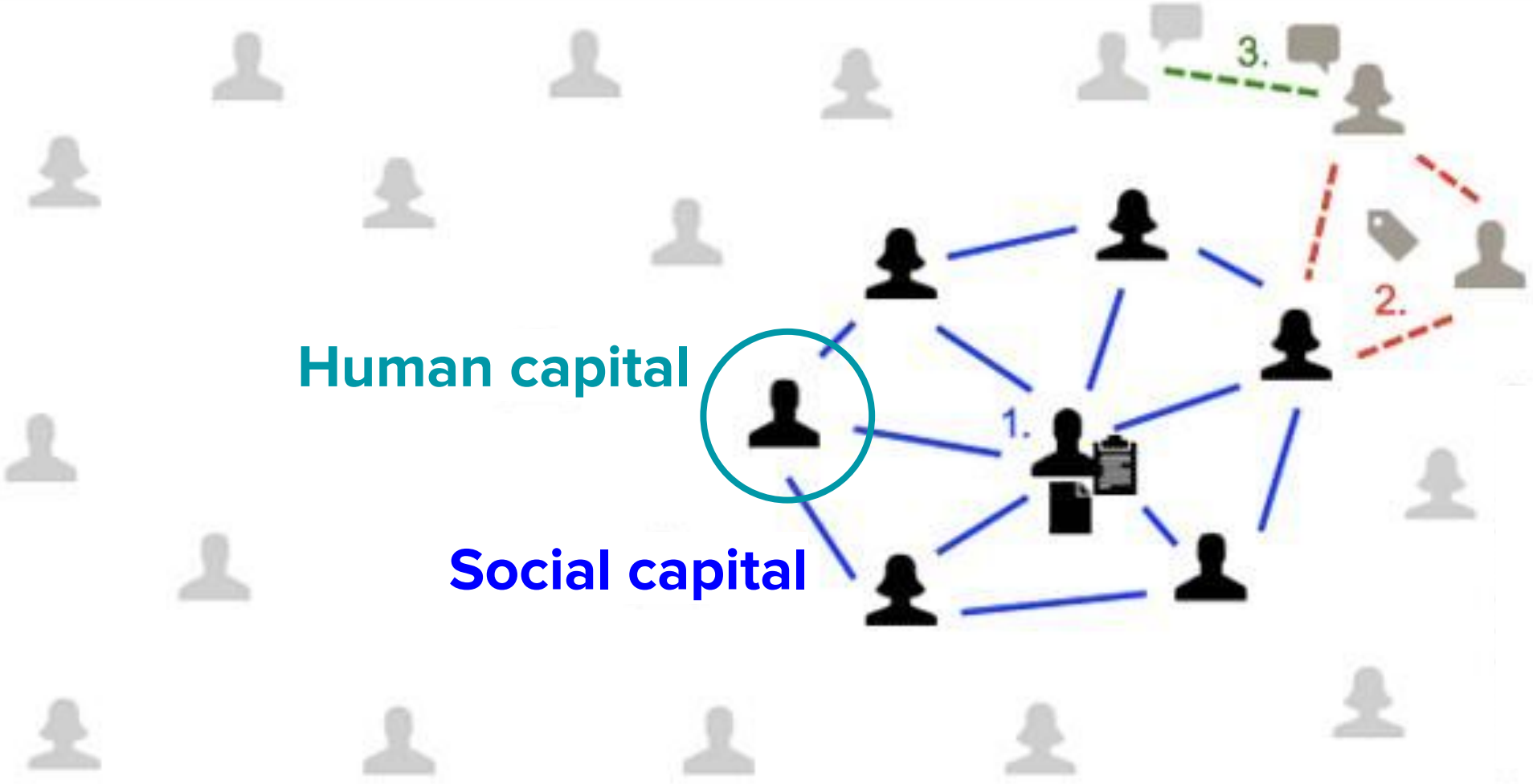
Fraternity, as the French democrats intended it, was another name for what I term "**social capital**."



Putnam, *Bowling Alone*, 2000, p. 491

CULTURE=CAPITAL
Société

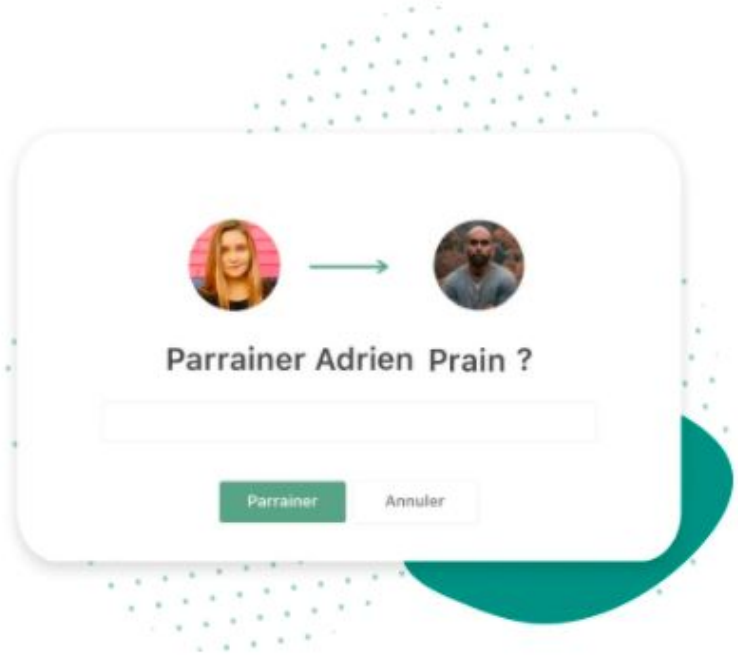
Measurement Tools



Gens de Confiance

Plus qu'un site de petites annonces. Un réseau.

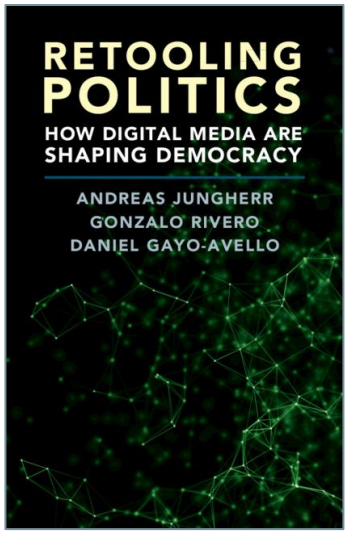
La force de Gens de Confiance tient aux liens qui unissent les membres du réseau. Les membres de Gens de Confiance ont tous été recommandés par au moins trois autres membres. C'est comme si vous faisiez affaire avec des amis d'amis.

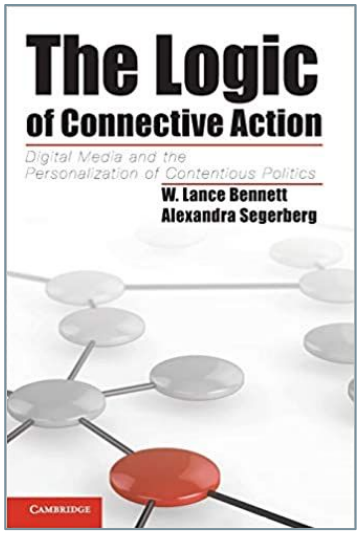


‘Online’ and ‘Offline’ Social Capital

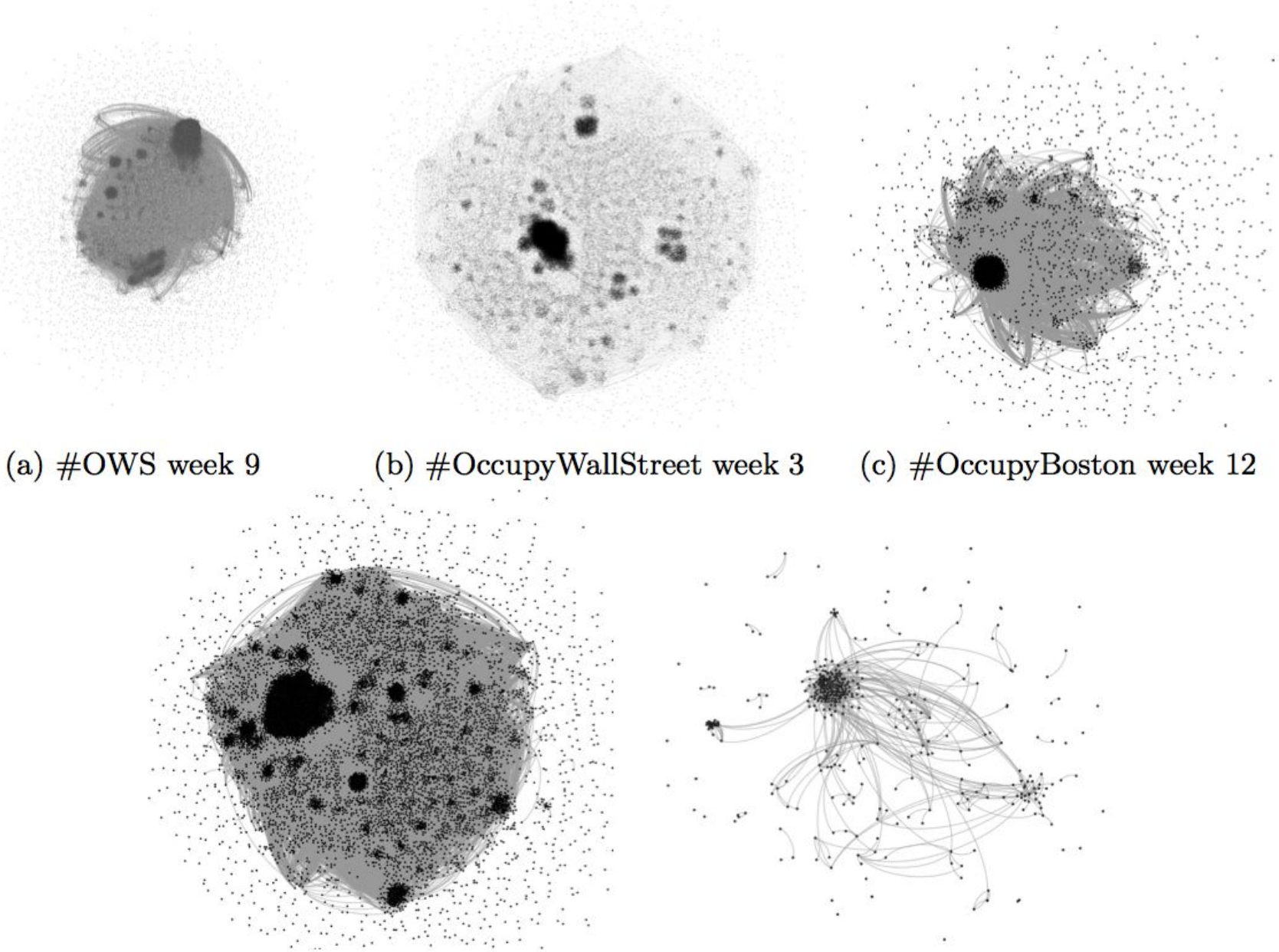
Offline community support

Online community support





Questionnaire Item
I think people in my community feel connected to each other.
In my community, people help each other when there is a problem.
People in my community watch out for each other.
In my community, we talk to each other about community problems.
I think people in my community share values.
People in my community feel like family to me.
I frequently use social media to encourage conversations about solving community problems.
I frequently use social media to find people to solve problems in my community.
I frequently use social media to foster community values.
I frequently use social media to connect community members to each other.

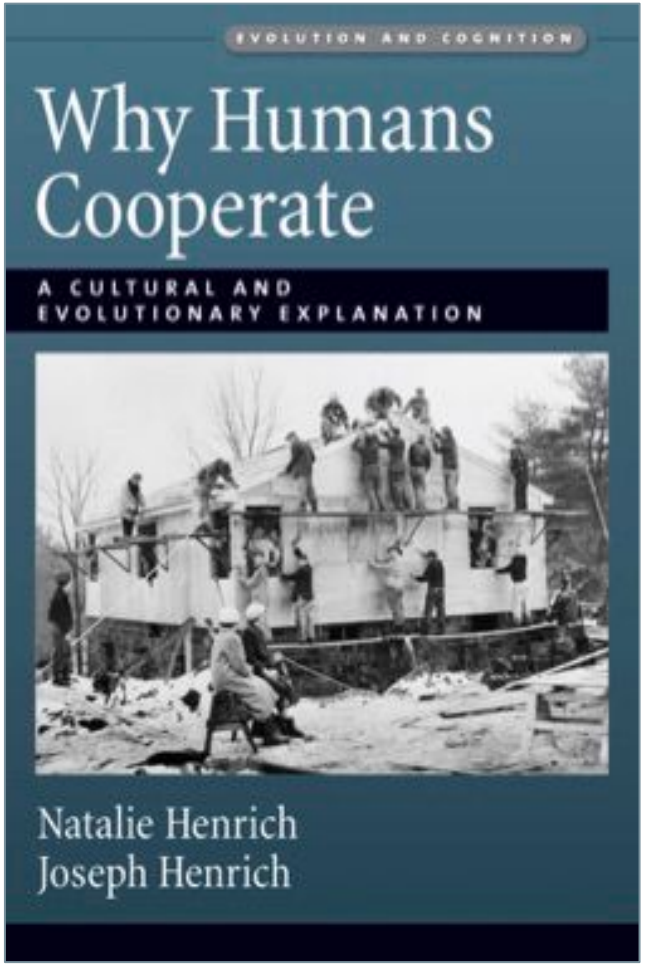


(a) #OWS week 9 (b) #OccupyWallStreet week 3 (c) #OccupyBoston week 12

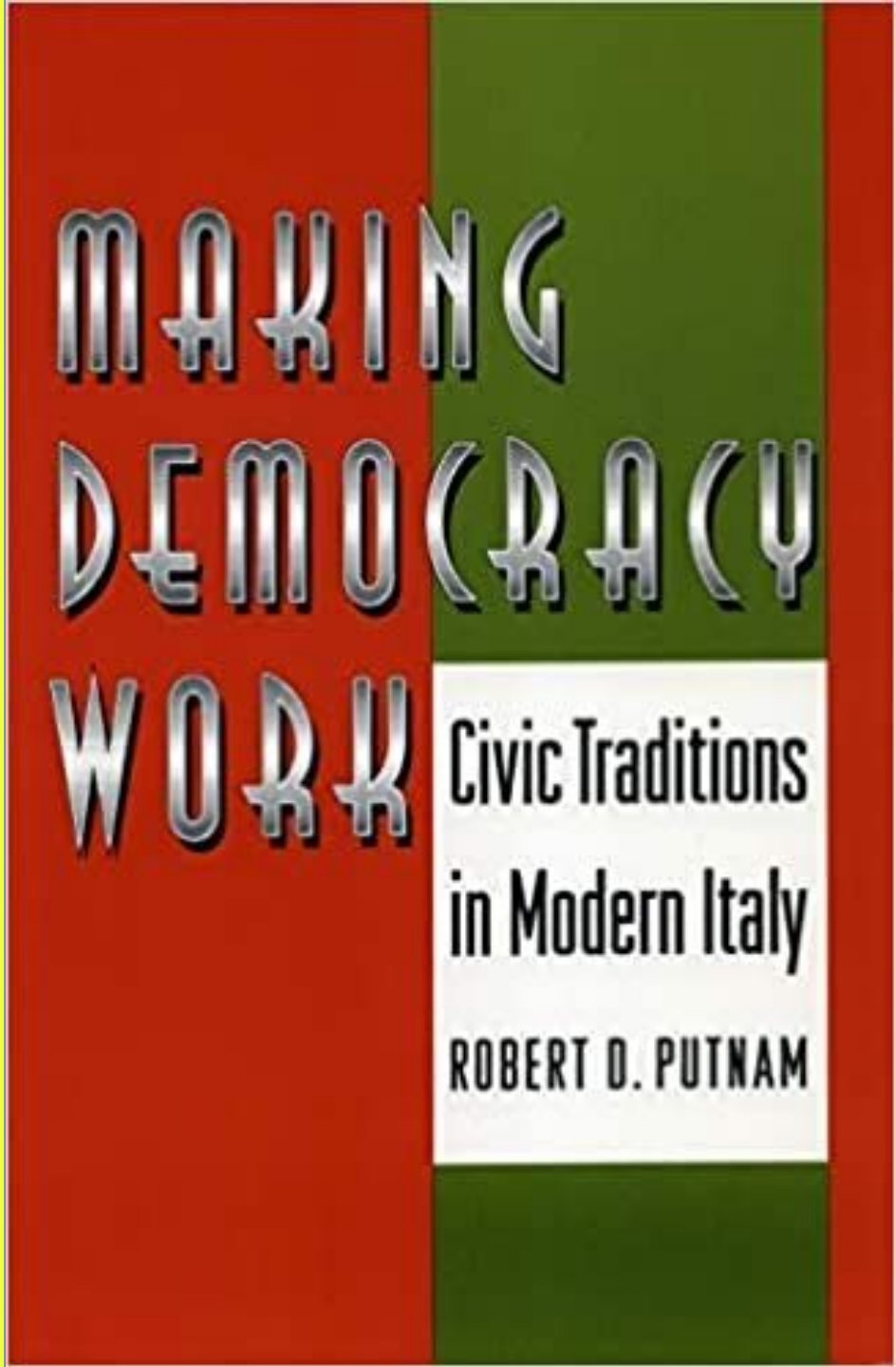
(d) #OccupyOakland week 2 (e) #OccupyLondon week 15

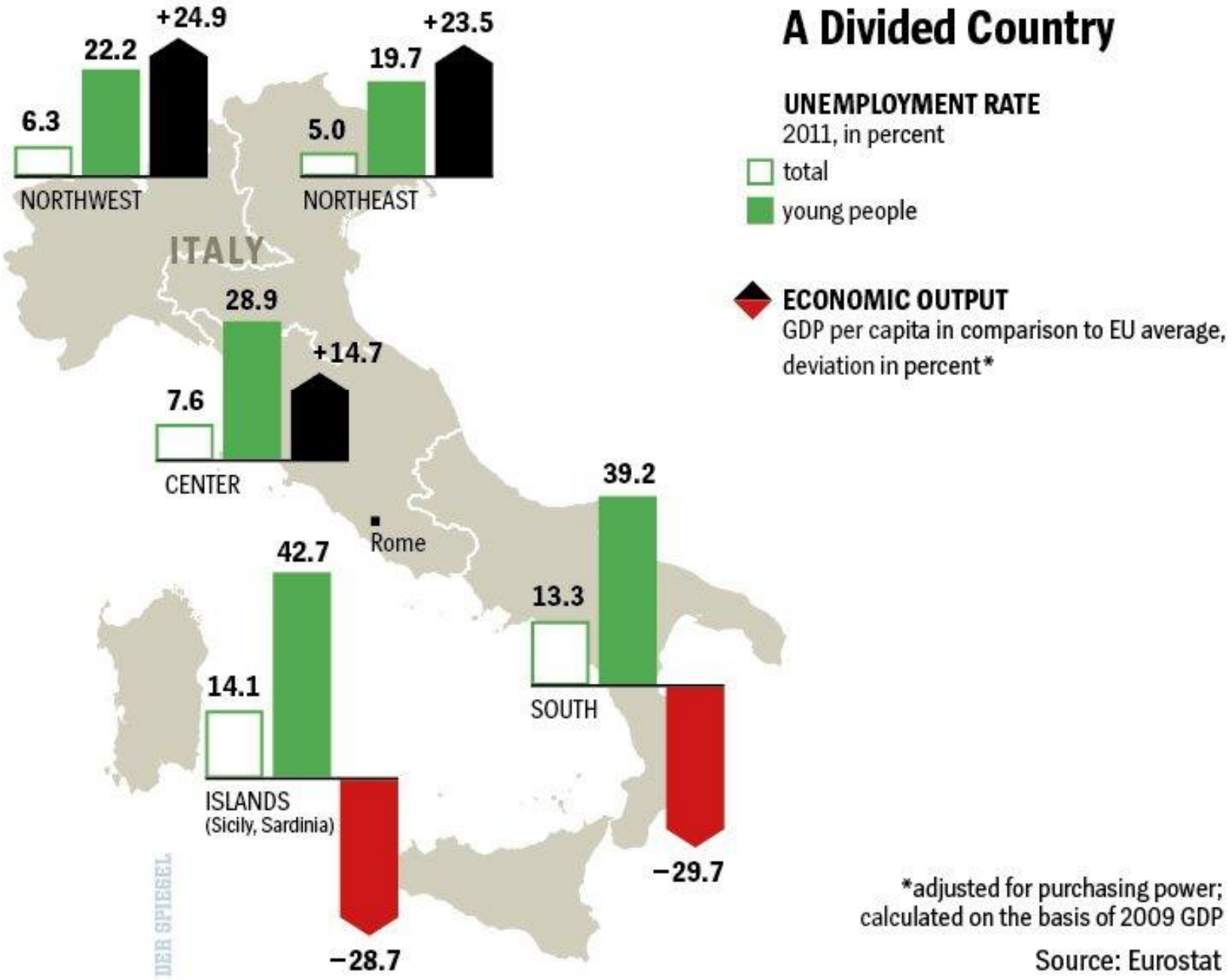
Cooperation (Henrich and Henrich 2007)

- **Polio vaccination in Nigeria**
  - Herd immunity
  - Influential leaders
- **U.S. donations to the Global Fund**
  - Contingent cooperation
  - Preferential imitation
- **Ratification of the Kyoto protocol**
  - Domino effect
  - Public goods game



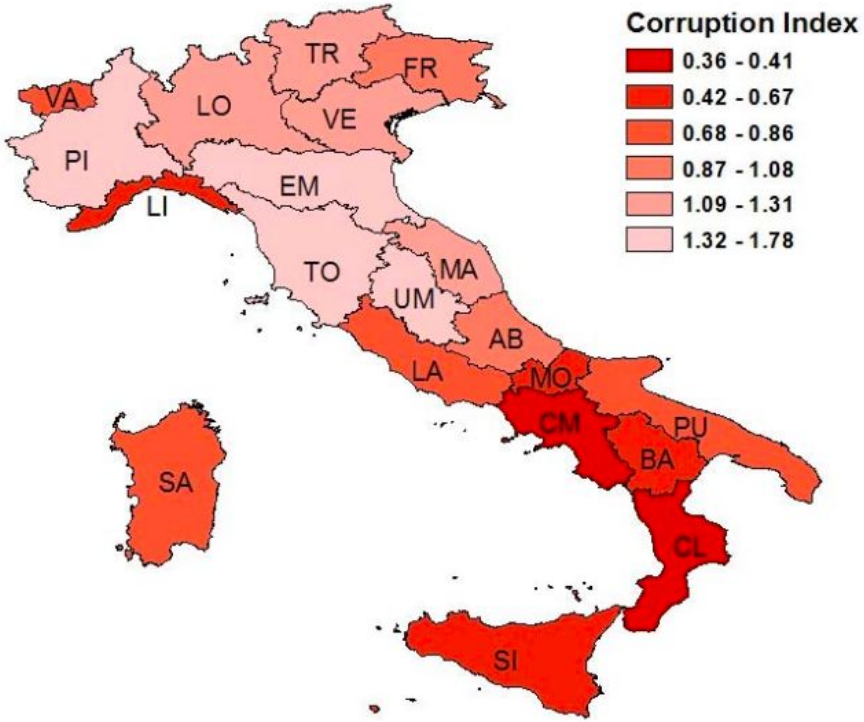
Reading 4


MAKING
DEMOCRACY
WORK
Civic Traditions
in Modern Italy
ROBERT D. PUTNAM


A Divided Country
UNEMPLOYMENT RATE
2011, in percent
total
young people
ECONOMIC OUTPUT
GDP per capita in comparison to EU average, deviation in percent*
6.3
22.2
+24.9
NORTHWEST
5.0
19.7
+23.5
NORTHEAST
ITALY
7.6
28.9
+14.7
CENTER
Rome
13.3
39.2
SOUTH
−29.7
14.1
42.7
ISLANDS
(Sicily, Sardinia)
−28.7
DER SPIEGEL
*adjusted for purchasing power; calculated on the basis of 2009 GDP
Source: Eurostat

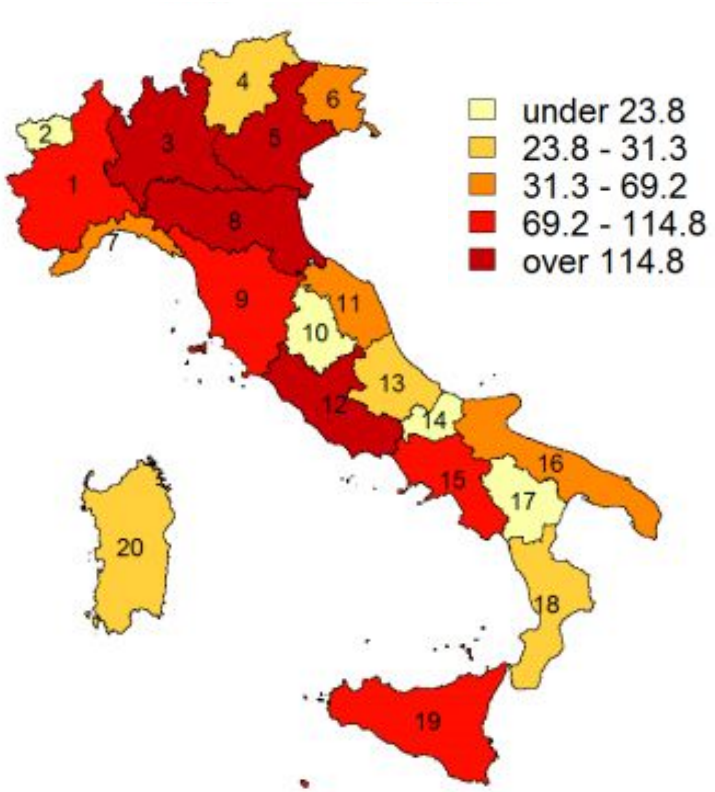
Perception of corruption

c. 1997



Gross Domestic Product

2004



Making Democracy Work. Civic Traditions in Modern Italy (1993)

Survey of local councillors

Fieldwork in six regions

Theorization of **social capital** in institutional development

See also ***Bowling Alone*** (USA, 2000)

Frontispiece. Italy: A Voyage of Inquiry

Problem statement

How does society handle **dilemmas of collective action** that markets cannot resolve?

- **public goods** (e.g. clean air)
- **tragedies of the commons** (e.g. sheep grazing)
- **logic of collective action** (e.g. going on strike)
- **prisoner's dilemma** (e.g. delation)

Classical solution

Hobbesian perspective: invoke intervention of *Leviathan*

- Problem: **absence of sanctions** for defectors
- Solution: **third party enforcement**

Fundamental issues

- Theoretical: **unstable equilibrium**
- Empirical: underpredicts **voluntary cooperation**

Social capital

is what e.g. **rotating credit associations** use to resolve dilemmas of collective action without *Leviathan*

Components

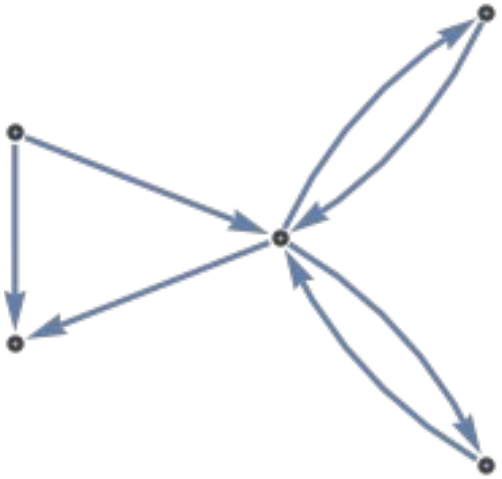
1. **Trust** (mutual confidence)

   (collective, self-reinforcing public good)

   (conversely, distrust is self-fulfilling)

2. **Norms** of reciprocity
3. **Networks** of civic engagement

Generalized reciprocity



Norms

- **third party control** over individual action
- justified by positive **externalities** (consequences)

Reciprocity

- **Balanced:** simultaneous exchange of equivalent value
- **Generalized:** asynchronous, balanced in the *long* term

Networks of civic engagement

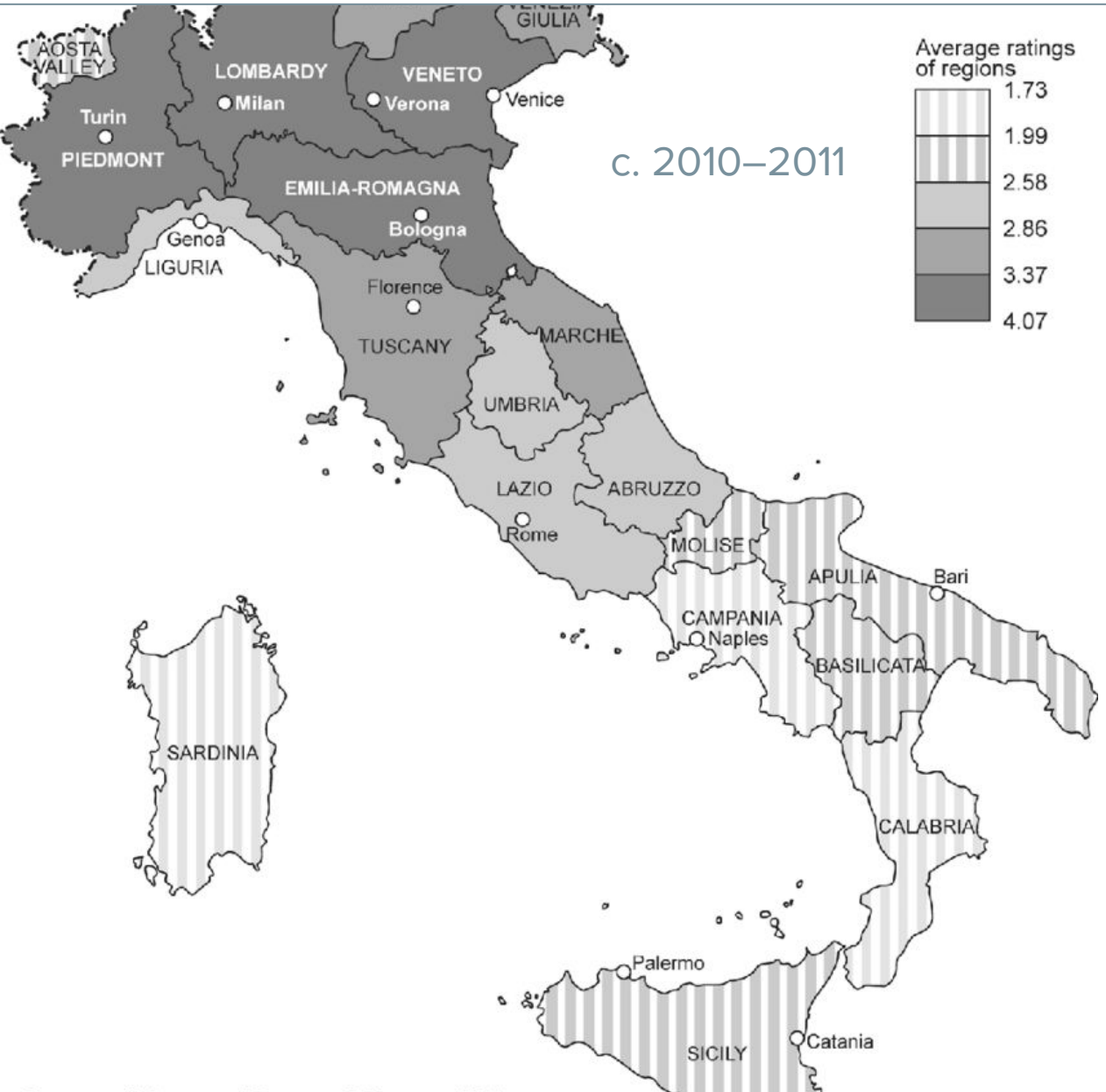
Networks of **interpersonal communication**

- formal and informal, **horizontal and vertical**
- intense *horizontal* interaction through **weak ties**

Positive side effects on cooperation

- **increased sanctions** for defectors
- **higher information** about trustworthiness

Average ratings of Italian NUTS 2 regions, as places where to hypothetically locate investments (5-point ordinal scale: 1-very unfavourable, 2-unfavourable, 3-neutral, 4-favourable, 5-very favourable; arithmetic mean: 2.92) Source: author's elaboration based on data from the web questionnaire survey (225 usable questionnaires)

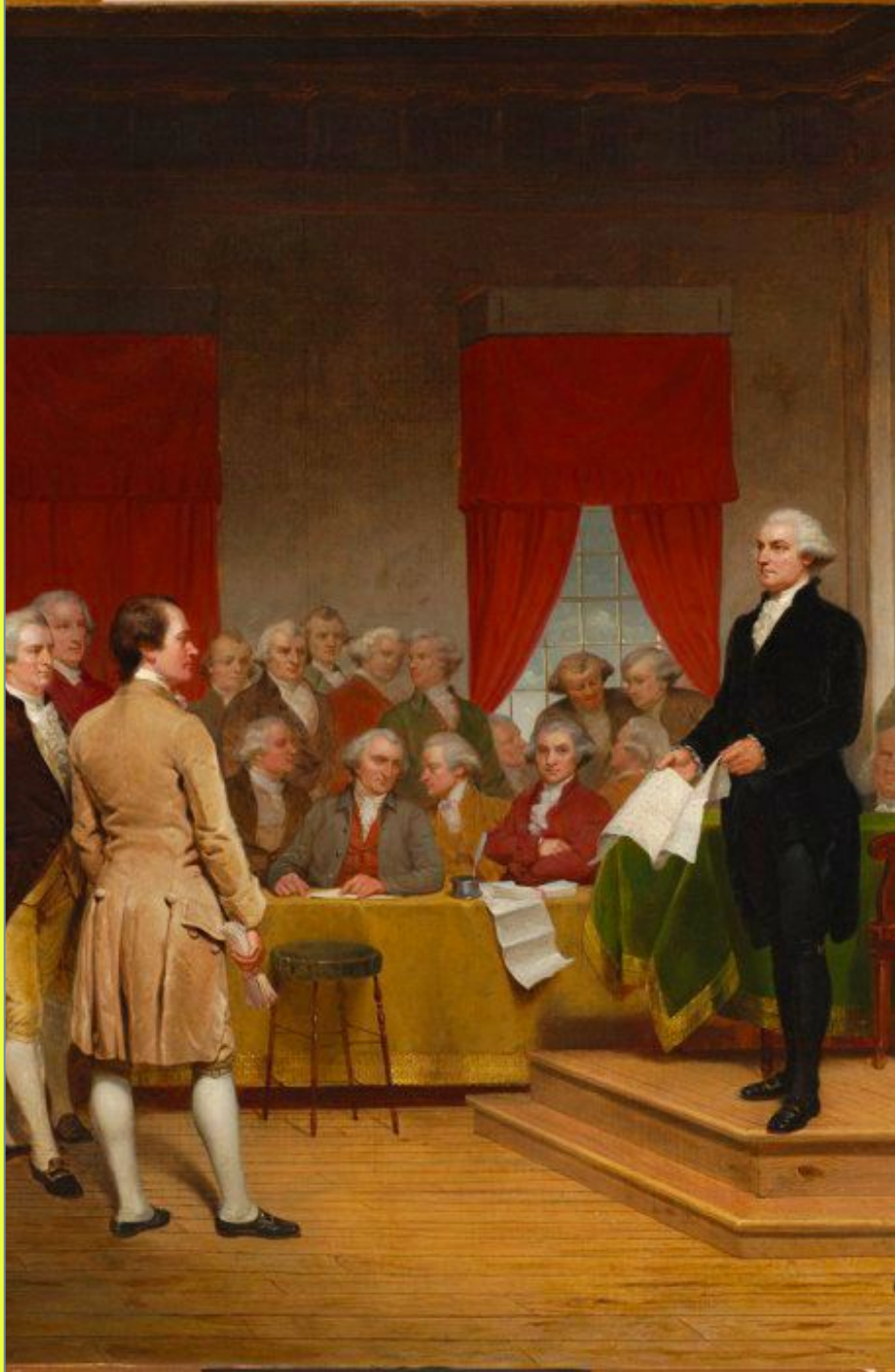


c. 2010–2011

QUESTIONS

10 minute break

Presentation workshop



Presentation roadmap

Based on previous workshops

1. **Finding a topic**
   (through e.g. academic blogs)
2. **Producing a research question**
   (i.e. an empirical, conceptual and theoretical problem)
3. **Conducting a literature review**
   (of answers provided in existing scientific research)
4. **Reading and organising sources**
   (you should be around here)

Sources

- **Primary sources** sources are data that *you* directly analyze (e.g. speeches, interviews that *you* conducted, archives)
- **Secondary sources** are existing studies that *someone else* has conducted on your topic (or on anything else) (based on data that you therefore did not collect)
- Your presentation uses **mostly secondary sources**
  - See previous workshop on finding/accessing sources
  - See course readings for examples of **how to cite them** (Harvard-style format)

Example secondary sources

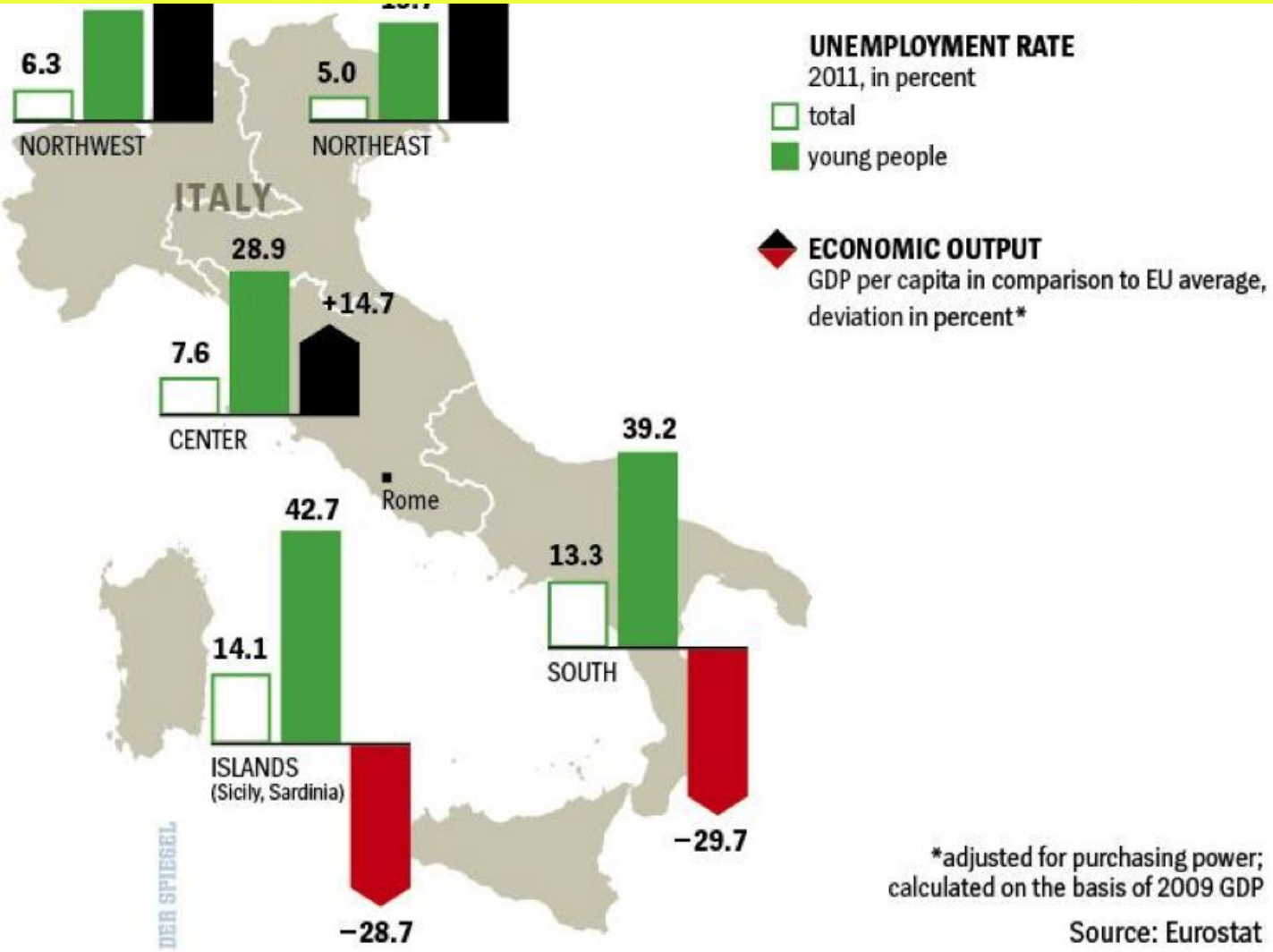
- **Qualitative data:** see previous workshop
  (books, articles, reports etc.)
- **Quantitative data:** example data sources
  (check websites and reports)
- **Figures and tables:** to be found in the first two above
  (not quasi-randomly via Google Images…)
- **Beware** of polls conducted for newspapers
  (show some discernment)

Questions to ask yourself

For each source that you plan to use –

1. What was the **purpose** of the study? (question)
2. **Who** collected the information? (authors)
3. **What data** were actually collected? (sources)
4. **When** were the data collected? (observation period)
5. **How** were the data acquired? (data collection strategy)
6. **How consistent** is the data with other sources? (triangulation)

1. Cite the **original source** of all figures and tables
2. Refer to **appendix figures and tables** at least once
3. Interpret all shown content for your reader(s)



Questions to structure your group discussions

Aim at identifying the following about your topic

1. **What** do we know about it? (the bare facts, and some assessment of how much the topic has been studied)
2. **How** do we know about it? (the methods of data collection and data analysis used to inquire about the facts)
3. What **explanations** have been provided? (competing/rival theories, which will disagree on some core assumptions)
4. What **concepts** underlie the analysis? (the case study, its definition, and the overall themes it addresses)

QUESTIONS

Next session

Read della Porta and Diani 2006

♯ Tracklist for Tutorial 4

- **Nino Rota, “The Godfather Waltz” (1972)**

  (instrumental)

- **Trust, “Antisocial” (1980)**

  Tu marches tel un robot dans les couloirs du métro
  Les gens ne te touchent pas, faut faire le premier pas

- **Scred Connexion, “B.E.Z.B.A.R” (2009)**

  Ailleurs je suis du-per, ailleurs j’ai besoin d’aide
  Mais j’ai tous mes repères à B.E.Z.B.A.R