

Trust in Society

SOCY 63

Fall 2016: MWF 2:10 – 3:15 pm

X-hour: Th 1:20 – 2:10 pm

Instructor: Denise Anthony

Office: 111 Parkhurst Hall

Office hours: WF 3:15 – 4:30pm

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Course Description:

You trust your friend to repay the \$10 you loaned her last week; investors trust the stock market to accurately value corporate resources; you trust members of your class work group to complete their parts of the group project; patients trust doctors to inform them about the best treatments; some people trust Uber but others trust taxi services; waitresses trust patrons to tip them for good service; many but not all citizens trust the government to enforce laws fairly.

The word trust appears as a verb in each of these examples, but do we really mean the same thing by trust in each of these very different situations? What exactly is trust anyway, and why does it matter? Social science and popular press literature of the past decade suggests that trust is the cause of many “good” things, such as the source of cooperation, the basis of democracy, the foundation of the market economy, the source of national economic power, the key, even, to morality. Given its relation to all things good, it is not surprising that some commentators speak with alarm when they claim that “trust is declining” in society.

In this course we will explore the following questions: What is trust and what are its benefits? How is trust created? How is trust destroyed? Is trust declining in modern society? How would we know if it was? We will read and discuss theoretical and empirical research on trust from sociology and from across the social sciences. After this course you should be able to:

- 1) Compare definitions of trust and analyze it according to various theoretical frameworks
- 2) Distinguish trust from other related concepts such as cooperation, distrust and trustworthiness
- 3) Identify the pros and cons of different empirical measures of trust
- 4) Discuss the role of, and compare/contrast, trust in specific social contexts
- 5) Apply your knowledge of trust to a specific case study or empirical research project

Course Requirements

It is essential that students come to class prepared to discuss the reading material for that day's class. Students will be expected to participate regularly in classroom discussions, and will be graded on class participation (**15% of course grade**). Because it is necessary to be in class to participate, **missing four class periods** will result in at best a “C” grade for class participation. **Missing more than six class periods** (regardless of reason) will result in a zero for class participation. ****Getting sick with most common illnesses should be more than accommodated with this policy.****

In addition to class participation, students will write **4 short papers** (4-6 pages; 1300-2000 words; **15% each** of course grade) throughout the term, analyzing a specific issue or aspect of trust (see specific **paper assignments** below, and the attached **policy on late papers**). Finally, students will hand in a **final term paper** (12-15 pages; 4,000-7,000 words; **20%**) on any topic of interest related to trust, discussed with and approved by me. As part of this assignment you will write a **proposal (3%)**, and also **review (2%)** the proposals of two classmates.

Course Grade: Participation (15%); Short papers (4 x 15%); Review of proposals (2%); Final paper proposal (3%) and Final paper (20%).

The following materials are required, and can be purchased from the bookstore of your choice, and are also available **on reserve in Baker/Berry library**. Other required readings are on the course Canvas site.

- 1) Cook, Karen, editor. 2001. Trust in Society. New York: Russell Sage Foundation.
- 2) Hardin, Russell. 2002. Trust and Trustworthiness. New York: Russell Sage Foundation.
- 3) K.S. Cook, R. Hardin, M. Levi, editors. 2005. Cooperation Without Trust? (Russell Sage Foundation Series on Trust)
- 4) Levine, Judith. 2013. Ain't No Trust. University of California Press.

***** Students with learning, physical or psychiatric disabilities who will be taking this course and may need classroom accommodations are encouraged to make an appointment to see me as soon as possible, and by the end of the second week of classes (September 23, 2016).** All discussions will remain confidential, although the Student Disability Services office may be consulted to discuss appropriate implementation of any accommodation requested. Also, stop by the Academic Skills Center in 224 Baker Library to register for support services. ***

*** For individual peer tutorial assistance with papers, research, and new media projects, students may use RWIT, the Student Center for Research, Writing, and Information Technology. Make appointments online at www.dartmouth.edu/~rwit, or drop by the Center in Baker-Berry Library, Level One. ***

Honor Principle and work in this course:

Course Readings: You are encouraged to discuss the readings and your papers with other students in the class, or others outside of the class.

Short Papers: You are encouraged to edit and re-edit your papers (comments from others outside the class are encouraged) before handing in to me. You should cite concepts and materials from course readings and other materials appropriately in your papers. You may use any citation method that you are familiar with (e.g., MLA or APA, see for more information: <http://www.dartmouth.edu/~writing/sources/sources-citation.html>) so long as you are consistent.

If you don't have a preferred method use:

http://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf

Final Paper: This is independent work. You are encouraged to get feedback on preliminary drafts from RWIT or others, including other students in the class.

Questions to consider for each reading (and generally for each paper):

[Go back and read the Graff reading from the first day!]

What is the (causal) argument being made?

What are the key concepts? How are the key concepts defined?

What evidence does the author provide to support the argument?

Under what conditions does the argument apply? Is the author claiming necessary and/or sufficient conditions?

How does the argument/concepts compare with others we have read?

What are flaws in the argument or definition of concepts?

Course Outline

Sept 12: Introduction to Course

Sept 14: NO Class – see Assignment #1 on Canvas

XHOUR Sept 15: NO Class – Assignment #1 due to Canvas

Sept 16: Arguments and thinking sociologically, thinking about mechanisms.

READ: (1) Graff, Gerald. 2009. "An Argument worth having." *New York Times*, Sunday September 6, 2009. Op-Ed Section, p.10. **CANVAS**

Section I: What is Trust?

Sept 19: Trust and related concepts

READ: R. Hardin, *Trust and Trustworthiness*, chs. 1-3

Sept 21: READ: Mayer, RC, J.H. Davis and F.D. Schoorman. 1995. "An Integrative Model of Organizational Trust" *The Academy of Management Review* 20(3): 709-734.

Sept 22: READ: "Trust, Distrust and In Between" by Edna Ullmann-Margalit **CANVAS**
AND

Heimer, Carol. "Solving the Problem of trust." Ch. 2 in *Trust in Society*

Sept 23: READ: R. Hardin, *Trust and Trustworthiness*, chs. 4,5; 8

WEEK 3: Trust in Society

Sept 26: Trust in Society – what does it do?

READ: Fukuyama, Francis. 1995. *Trust*. New York: The Free Press. chs. 1,3 **CANVAS**
AND

Hall, John A. 1992. "Trust in Tocqueville." *Policy Org & Society* Winter:16. **CANVAS**

Sept 28: Trust in society

READ: Rothstein and Uslaner, 2005. "All for all: Equality and Social Trust" **CANVAS**
AND

Cooperation w/out Trust, ch1

Sept 29: Political trust and trustworthiness

READ: Levi, Margaret, and Laura Stoker. 2000. "Political trust and trustworthiness." *Annual Review of Political Science* 3: 475-507. DOI: 10.1146/annurev.polisci.3.1.475 **CANVAS**

Sept 30: Trust in transition

READ: *Cooperation w/out Trust*, chs 9 & 10

Paper assignment 1: Make an argument to address the questions: What is trust and why do we care about it?

Your paper should also address: What is the basis/definition of trust? What effect is trust purported to have: on individuals, on groups, in society in general?

DUE: SUNDAY October 2 by 5pm to CANVAS.

Section 2: Producing trust interpersonally

Oct 3: READ: Tyler, Tom. "Why do people rely on others? Social identity and social aspects of trust." Ch. 9 in *Trust in Society*. AND

Yamigishi, Toshio. "Trust as a form of social intelligence." Ch. 4 in *Trust in Society*.

Oct 5: READ: *Cooperation w/out Trust*, ch 2

Oct 6: Groups

Oct 7: READ: Smith, Sandra. 2010. "Race and Trust." *Annual Review of Sociology*, 36:453-475
AND

Nee, Victor, and Jimmy Sanders. "Trust in Ethnic ties: Social capital and immigrants." Ch. 13
in *Trust in Society*.

Paper assignment 2: Compare and contrast the concept of trust to one other related concept: confidence, cooperation, familiarity, distrust, reciprocity, risk, trustworthiness, uncertainty. In your paper you must define trust. Since there are competing models of trust, you will want to choose one definition to discuss (e.g., is trust an action, a decision, a belief, a moral judgment, a disposition, an expectation?) **DUE: Sunday October 16, 5pm to CANVAS**

WEEK 5: trust in low-resource environments

Oct 10: READ: *Ain't No Trust* INTRO and ch1

Oct 12: GROUPS – *Ain't No Trust* Read chs 2-6, as assigned

Oct 13: Groups discussion

Oct 14: READ *Ain't No Trust* Conclusion

Paper #2 DUE on Sunday October 16 by 5pm on CANVAS

Section 3: Institutional Trust

Oct 17: READ: Zucker, Lynne. 1986. "Production of trust: Institutional sources of economic structure, 1840-1920." *Research in Organizational Behavior* 8:53-111. **CANVAS**

AND

Shapiro, Susan. 1987. "The Social Control of Impersonal Trust" *American J of Soc* 93:623-58 **CANVAS**

Oct 19: READ: *Cooperation without Trust*, ch7

AND

Knight, Jack. Chapter 12: "Social Norms and the Rule of Law" In *Trust and Society*

Oct 20: READ: Oskarsson et al. "Power, trust and institutional constraints" *Rationality & Society* 21:171. **CANVAS**

Final paper Proposal R1 DUE on CANVAS

Oct 21: READ: Gambetta "Streetwise" chapters Intro and Conclusion **CANVAS**

AND Bacharach, and Gambetta. "Trust in signs." Ch. 5 in *Trust in Society*.

PROPOSAL REVIEWS Due Sunday October 23 by 5pm to CANVAS

Section 4: Trust Online

Oct 24: READ: Kollock, Peter. 1999. "The Production of Trust in Online Markets." *Advances in Group Processes* 16: 99-123. **CANVAS**

AND

Yamigishi et al. "Solving the Lemons problem with reputation" **CANVAS**

Oct 26: READ: Pavlou P and David Gefen. 2004. "Building Effective Online Marketplaces with Institution-Based Trust" *Information Systems Research* 15(1): 37-59. **CANVAS**

AND

Pavlou, Paul and Angelika Dimoka. 2006. "The Nature and Role of Feedback Text Comments in Online Marketplaces." *Information Systems Research* 17(4):392-414. **CANVAS**

Oct 27: READ: Khopkar and Resnick, "In the Eye of the Beholder" **CANVAS**

AND

READ: Lankton, NK and DH McKnight. 2011. "What does it mean to trust facebook?" *The Database for Advances in Information Systems* 42(2): 32-54.

Final Paper PROPOSAL Revision DUE

Oct 28: READ: Simpson, B and K Erikson. 2009. "The Dynamics of Contracts and Generalized Trustworthiness" *Rationality and Society* 21 (1): 59–80. **CANVAS**

AND

Kuwabara K. 2015. "Do Reputation Systems Undermine Trust?" *AJS* 120:1390–1428. **CANVAS**

Paper assignment 3: (A) How does the medium of the Internet affect issues of trust? Are issues of trust different in the digital environment than "real world"? How so? OR (B) Why are signals relevant to trust? Can we signal trustworthiness? Do different situations or social contexts (e.g., Internet) call for different signals, why?

DUE: THURSDAY November 3 by 5pm to CANVAS

Section 5: Trust in Medical Encounters

Oct 31: READ: Hall et al. "Trust in Physicians and medical institutions" *The Milbank Quarterly* 79:613. **CANVAS** AND

Mechanic, David. 1998. "The Functions and limitations of trust in the provision of medical care" *Journal of Health Politics, Policy and Law* 23:661. **CANVAS**

Nov 2: READ: Gilson, Lucy. 2003. "Trust and the development of health care as a social institution." *Social Science & Medicine* 56:1453–1468. **CANVAS**

AND

READ: Ozawa, Sachiko and Pooja Sripad. 2013. "How do you measure trust in the health system?" *Social Science & Medicine* 91:10-14. **CANVAS**

Nov 3: Paper 3 DUE by 5pm to CANVAS

Nov 4: READ: Halbert et al. "Racial Differences in Trust in Health Care Providers." *Archives of Internal Medicine* 166:896. **CANVAS**
AND Stepanikova, et al. 2006 "Patients' Race, Ethnicity, Language, and Trust in a Physician" *Journal of Health and Social Behavior* 47: 390-405 **CANVAS**

Paper assignment 4: What does it mean to say that we trust doctors? Has our "trust" in medical care changed over time? What factors might cause a change in the level (or type) of trust people feel for doctors, or for health care organizations?
DUE: MONDAY Nov 14, 5pm to CANVAS.

Section 6: Alternatives to Trust

Nov 7: READ: Cook, Hardin, and Levi *Cooperation without Trust*, ch. 5, 7, 8

Nov 9: READ: J. Braithwaite. 1998. "Institutionalizing Distrust, Enculturating trust." **CANVAS**

Nov 10: GROUPS

Nov 11: GROUPS

What do we know about trust?

Nov 14:

Paper 4 DUE by 5pm to CANVAS

FINAL PAPERS DUE: SUNDAY November 20 by 5 pm to CANVAS

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Policy on Late Papers

Short papers handed in any time after they are due will receive a full letter grade reduction. (Basically this means the highest possible grade you can get on a late paper is a B). I will deduct an additional half a letter grade for each additional class period your paper is late. **Any paper more than two weeks late will not be accepted.**

Extensions may be given for extreme individual circumstances. If you are having problems completing an assignment, for whatever reason, it is best to talk with me as soon as possible. Talk to me after class, come to see me in my office, or email me. I may be able to help you get the paper done on time, and I will be more sympathetic than if I hear of your problem the day before or day (!) the assignment is due. **Please note** that talking with me will not necessarily lead to an extension.

Also Note Well: Computer failure is never considered a justifiable excuse for a paper extension. Computers sometimes freeze or breakdown; power outages happen. The way to deal with these possibilities is to **SAVE/BACK-UP YOUR WORK.**

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