

Trust and Distrust

Texts:

- Cook, K.S., Hardin, R., & Levi, M. (2007). *Cooperation without trust*. New York: Russell Sage.
- Gambetta, D., & Hamill, H. (2005). *Streetwise: How taxi drivers establish their customers' trustworthiness*. New York: Russell Sage.
- Rothstein, B. (2005). *Social traps and the problem of trust*. New York: Cambridge University Press.

Copies of these books should be purchased at the Bookstore. We'll also read and discuss a number of articles from professional journals (marked by an asterisk below). A packet containing most of them should be purchased from Charlene James in Barn 247. Other material to be read will be available in full text through Crosset Library's data bases, or will be distributed in class.

Written Work:

Written work for the course includes occasional short reactions to specific readings and one or two papers. You may choose to write one paper for the term, or two shorter papers. Whichever option you choose, you must submit written work four times during the term, and on the following dates:

	If you choose to write <u>a single term paper:</u>	If you choose to write <u>two shorter papers:</u>
Tues. September 25	Initial proposal and bibliography	Initial proposal and bibliography for paper #1
Thurs. October 18	Initial draft of a substantial portion of the paper	Completed paper #1
Fri. November 9	Complete draft of entire term paper	Initial proposal and bibliography for paper #2
Tues. December 11	Completed term paper	Completed paper #2

All written work must be submitted on the dates indicated to pass the course.
No written work will be accepted late. You may write on any topic that directly

confronts one or more of the issues addressed in the course, and **you should seriously consider conducting original empirical research of your own design.**

You must use APA rules for reference citations in the texts of each paper you write and in the list of references included at the end of each papers. A useful summary of these rules is available at: <http://library.duke.edu/research/guides/citing/> Click on "Citing Sources Within Your Paper" and then on "APA in-text parenthetical citations" for guidelines on how to cite sources within your paper; click "Assembling a List of Works Cited" for guidelines on constructing the list of references at the end of your paper.

It's unfortunately necessary to call attention to **plagiarism**. Doing so is not intended to suggest you might engage in it, but rather to point out its seriousness, and the serious consequences to which it will lead.

The best description of plagiarism I've encountered comes from the 1998 *MLA Manual and Guide to Scholarly Publishing*. I found it at the Duke University Library website which contains a great deal of useful information on plagiarism. You can access this directly (www.lib.duke.edu/libguide/citing.htm) or through the Crossett Library website (nmcserver.bennington.edu/library/Web%20and%20course%20links.htm):

Scholarly authors generously acknowledge their debts to predecessors by carefully giving credit to each source. Whenever you draw on another's work, you must specify what you borrowed whether facts, opinions, or quotations and where you borrowed it from. Using another person's ideas or expressions in your writing without acknowledging the source constitutes plagiarism. Derived from the Latin *plagiarius* ("kidnapper"), plagiarism refers to a form of intellectual theft...In short, to plagiarize is to give the impression that you wrote or thought something that you in fact borrowed from someone, and to do so is a violation of professional ethics. (Joseph Gibaldi, *MLA Style Manual and Guide to Scholarly Publishing*. 2nd. ed, New York: MLA, 1998: 151).

Bennington's discussion of plagiarism appears in the Student Handbook, and you should be familiar with it.

If you're interested in a discussion of plagiarism from a teacher's standpoint, and suggestions to teachers about how they confront it, you might look at the article by Joshua D. Landau, "Understanding and Preventing Plagiarism" available at: http://www.psychologicalscience.org/teaching/tips/tips_0403.html

Electronic Communication

All written work for the course must be submitted on paper. Email may be used for informal messages related to the course. I may also communicate with you via email. My address is: rlcohen

Material on the Internet

I encourage you to locate and use information available on the internet for your work. However, **you must exercise care and caution in doing so.**

Since almost any person and organization can put information on the internet, the quality of what's there varies greatly. The most important criterion for assessing that quality is the validity of the information, and that can be assessed in two different ways.

First, some material has already been subjected to public scrutiny by people with established scholarly credentials in the area the material addresses. This is the case for information that appears in peer reviewed professional journals, probably the most important source of the material you will need. To a certain extent, then, you may rely on the considered judgments of scholars other than the author as a guide to the validity of material appearing in these journals. Specific useful sources available through the library's website are described on the last page of this syllabus.

However, and second, both in those cases and in the case of any other material you find, you must judge its validity. An excellent source to help you do so is: *Evaluating web pages: Techniques to apply & questions to ask*. Retrieved July 29, 2004, from University of California, Berkeley, Library Web Site:
<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>

Please Note

In the readings listed below, the following abbreviations are used to identify specific professional journals:

AJS: American Journal of Sociology

AP: American Psychologist

CD: Child Development

CDPS: *Current Directions in Psychological Science*

EJSP: European Journal of Social Psychology

JASP: Journal of Applied Social Psychology

JPSP : Journal of Personality and Social Psychology

JSI: Journal of Social Issues

PS: Psychological Science

PSPB: Personality and Social Psychology Bulletin

PSPR: Personality and Social Psychology Review

SPQ: Social Psychology Quarterly

Some Internet Resources

1. Primary research is available through the electronic databases to which you have access through the library (http://www.bennington.edu/acad_library.asp). Those most likely to be useful for your work in this course are:

Ebsco Academic Search Premier

INFOTRAC Expanded Academic ASAP

JSTOR

Proquest

PsycNET (PsychArticles,

PsycInfo)

WilsonSelect Plus

2. Social Psychology Network is the largest social psychology database on the Internet, containing links to more than 13,000 sites related to psychology. www.socialpsychology.org/

3. Some Relevant Websites

<http://www.stonybrook.edu/trust/>
The Trust Institute at Stony Brook University

<http://trustmojo.com/>

Trustmojo is an ongoing research project exploring trust on the new web.

We, Alexander Ljung and Eric Wahlforss, spent three months in San Francisco in the summer of 2006 visiting cool places and talking to interesting people about trust. We trying to understand just how interpersonal trust works on the web. Our focus are on questions such as “What exactly is mediated trust?”, “What role does interpersonal trust play in the context of Web 2.0 and beyond?”, and “How does new representations of identity affect the way we build and establish trust online?”.

Trust is a basic underlying component of every society and it enables people to interact and build relationships. Without trust, societies simply would not function. As people spend more time online, mediated trust becomes increasingly important. People are building, complementing and fostering their new or pre-existing relationships via the web and interpersonal mediated trust has become a part of everyday life.

We think this is really interesting, and so we’ve decided to study the issue of trust on the new web on location in San Francisco. Trustmojo is our project platform, and we’ll use it to put out, and structure our thoughts – hopefully also to foster discussions and get feedback from people like you. The project itself will result in a joint master’s thesis at Royal Institute of Technology in Stockholm, and a series of presentations and talks. We would also like to thank our sponsors – Plazes and Grädde Invest – for making this happen. You guys rock!

Alex and Eric

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<http://socsci2.ucsd.edu/%7Earonatas/project/index.html>

Comparative Research Project on Credit Card Markets in Transition Countries
Akos Rona-Tas, University of California, San Diego

<http://www.truste.org/>

TRUSTe® is an independent, nonprofit organization dedicated to enabling individuals and organizations to establish trusting relationships based on respect for personal identity and information in the evolving networked world. Advancing privacy and trust for a networked world, we certify and monitor web site privacy and email policies, monitor practices, and resolve thousands of consumer privacy problems every year.

I. Introduction and Overview

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II. Evolutionary and Biological Underpinnings

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III. Infants' Development of Trust/Distrust

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IV. Trust, Distrust, and Social Interaction/Social Relationships

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B. Trust in Social Interaction: Recent Work

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C. Trust in Interpersonal Relationships: Recent Work

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IV. (Dis)Trust, Distrust, and Social Institutions

A. Group and Intergroup Relations

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B. Social Institutions

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