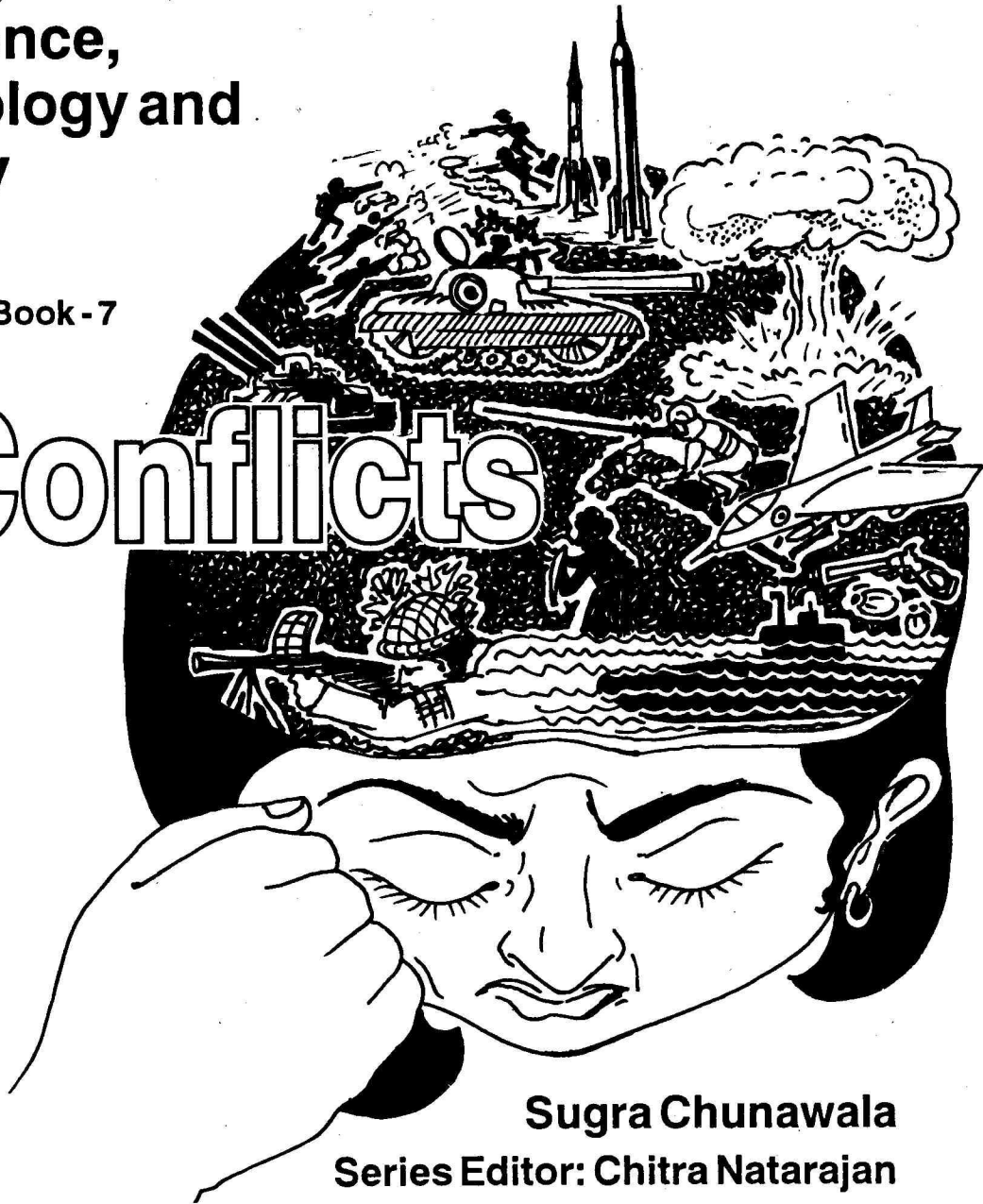


Activity Based Foundation course on Science, Technology and Society

Curriculum Book - 7

Conflicts



Sugra Chunawala

Series Editor: Chitra Natarajan

**Homi Bhabha Centre for Science Education
Tata Institute of Fundamental Research**

**Activity based
Foundation course
on Science,
Technology
and Society**

Curriculum Book - 7

Conflicts

Sugra Chunawala

Homi Bhabha Centre for Science Education
Tata Institute of Fundamental Research

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Yogita Parab assisted in every way in bringing out the first five books in this series and co-authored the sixth. It has been a pleasure working with her on all the books. We were helped by Ms. Chaitali Mazumdar in the variety of tasks involved in bringing out this book, such as clarifying references, choosing illustrations, photocopying, and proof-reading. She and Dr. Savita Ladage have enriched the content of the book with their perceptive inputs. Drs. G. Nagarjuna, and K. Subramaniam provided the needed human interface in our computer interactions. Everyone at the Centre contributed to providing a problem-free working atmosphere.

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Contents

1	The foundation curriculum	1
1.1	The need	1
1.2	A programme for post-school students	2
1.3	The curriculum	2
1.3.1	Genesis	2
1.3.2	Objectives	3
1.3.3	Guidelines	3
1.3.4	Content	4
1.3.5	Duration and target group	5
1.3.6	The group leader	5
1.3.7	What this is, and what it is not	7
1.4	This book	8
2	Internal conflicts	9
2.1	Human needs	9
2.2	Conflicts	11
2.2.1	Approach-approach conflict	11
2.2.2	Avoidance-avoidance conflict	12
2.2.3	Approach-avoidance conflict	14
2.2.4	Double approach-avoidance conflict	14
2.3	How do we explain our own or other's behaviour?	15
2.3.1	Do attitudes influence behaviour or do behaviours influence attitudes?	16
2.4	Frustration and aggression	18
3	Conflicts between individuals	21
3.1	What is aggression?	21
3.1.1	Is it biological?	22
3.1.2	Environmental stress and aggression	23
3.2	On being selfish	24

3.3	Co-operation and competition	25
3.3.1	Games that simulate social dilemmas	27
3.3.2	Prisoner's dilemma	29
3.3.3	An exercise in distrust	30
4	Groups	33
4.1	Groups: a definition	33
4.1.1	Size of groups	34
4.1.2	Formation and development of groups	37
4.1.3	Developing skills for participating in groups	38
4.1.4	Reasons for group participation	39
4.2	Types of groups	39
4.3	The power of the group	41
4.3.1	Conformity to authority	42
4.3.2	Conformity with the group	45
4.3.3	Minority influence	47
4.3.4	Social facilitation	48
4.4	Decision making in groups	49
4.5	Collective behaviour	51
4.5.1	Chinese whispers: an exercise on rumours	54
5	Interactions between specific groups	57
5.1	Prejudice	57
5.1.1	Interpreting pictures	58
5.1.2	Black spot	62
5.2	Biological determinism	62
5.3	The caste system	63
5.3.1	Selective perception	66
5.4	The social classes	67
5.5	Gender	69
5.5.1	Male and female traits	69
5.5.2	Word wheels	72
5.5.3	Gender disparity in development	74
5.6	Race	75
5.6.1	Slavery	77
5.7	Ethnic groups	79
6	War: a magnified conflict	83
6.1	Why wars?	84
6.1.1	Food insecurity	84
6.1.2	Human aggression	85

6.1.3	Social explanations	87
6.2	Sociological perspectives on warfare	93
6.2.1	Cost of war	94
6.2.2	Cost of defense	95
6.2.3	An activity on budgetary allocations	99
6.2.4	Guerilla warfare and terrorism	100
6.3	Weapons	102
6.3.1	Chemical warfare	104
6.3.2	Biological warfare	105
6.4	War and art	106
6.4.1	Paintings	106
6.4.2	The performing arts and the media	107
7	Peace	111
7.1	Hate crimes: What are they?	111
7.1.1	Hate crimes versus other crimes	112
7.1.2	Can hate crimes be reduced?	112
7.1.3	How to reduce hate crimes	113
7.2	Conflict resolution: law and community action	115
7.3	World organizations	116
7.3.1	A failed attempt at peace	117
7.3.2	The United Nations and its organs	118
7.3.3	Maintaining peace	123
7.3.4	Human rights	124
7.4	Social skills	128
7.4.1	The broken squares activity	130
A	Some statistical quantities	139
B	Political map of the World	141
C	Broken square sets	143
D	Picture activity	145

List of Tables

2.1	Statements about self and others.	16
3.1	Table of rewards and fines for the game.	31
4.1	Stages in group development.	37
4.2	Primary and secondary groups	40
5.1	Human traits.	70
6.1	Countries at war.	84
6.2	Expenditure on defence and education (as percent of total) in 1972, 1980 and 1990 of some countries.	97

List of Figures

2.1	Maslow's pyramid of needs.	10
2.2	A case of approach-approach conflict.	12
2.3	A case of avoidance-avoidance conflict.	13
2.4	Approach-avoidance conflict.	13
2.5	Double approach-avoidance conflict.	15
2.6	Viewing ourselves and others.	15
2.7	Action attitude cycle.	17
2.8	Goal directed behaviour.	18
2.9	Aggressiveness training.	19
3.1	Territorial behaviour.	23
3.2	Selfish gene: helping others to preserve our genes.	24
3.3	Tic-tac-toe.	27
3.4	A conflict situation involving dogs and owners.	28
3.5	Prisoner's dilemma	30
4.1	Which of the following is a group?	34
4.2	Two styles of communication in groups	35
4.3	Hierarchies in large groups.	36
4.4	<i>We</i> and <i>They</i>	41
4.5	Conformity to authority.	43
4.6	Is it ethical to deceive subjects?	45
4.7	The pressure to conform.	46
4.8	Lines used in a perceptual problem.	47
4.9	Social facilitation.	49
4.10	Getting out of the jam.	52
4.11	How rumours spread.	55
5.1	Who are they?	59
5.2	Just world.	61
5.3	What do you see in the picture?	66

5.4	Feminization of poverty.	69
5.5	An unprovable theory.	72
5.6	Word wheels.	73
5.7	Slavery in ancient Egypt.	77
5.8	Slavery in America.	78
5.9	Riots in Mumbai, January 1993.	81
6.1	Many approaches to analysis of wars.	84
6.2	An aggressive ape.	86
6.3	Hitler	88
6.4	The splintering of Yugoslavia.	91
6.5	Recognise him?	94
6.6	Alternative uses for money spent on arms.	98
6.7	Enemy perceptions.	102
6.8	Weapons.	103
6.9	Guernica: War depicted by Picasso.	106
6.10	The performing arts.	108
7.1	The biased perception of male and female communication.	114
7.2	The bombs dropped on Hiroshima and Nagasaki.	118
7.3	Organs of the United Nations.	120
7.4	Human rights are legal rights.	125
7.5	The Nazi concentration camp.	126
7.6	Perception of human rights.	127
7.7	Catharsis.	130
7.8	Symbols of peace.	133
A.1	Central tendency in a distribution of income per family among 30 families.	140
B.1	Political map of the World.	142
C.1	Broken squares (dimensions in centimeter).	144
D.1	Picture 1 for activity in Section 5.3.1.	145
D.2	Picture 2 for activity in Section 5.3.1.	146

Chapter 1

The foundation curriculum

1.1 The need

The complex web of interactions between all spheres of human activity demand that prospective decision makers possess a repertoire of skills complemented by a reasonable capability to communicate their strengths, in oral and written form. Many of these skills are dependent on the domains of specialization: the study of biology may hone observational skills and the ability to classify and categorise; mathematics calls for logical skills, and the pursuit of sociological sciences calls for critical thinking and the ability to make complex linkages.

Both teachers and the taught readily acknowledge that science, technology and society are intimately linked. However, these linkages are complex. Hence, there is a need to adopt different methods in classrooms to encourage students to form such links. These pose problems for the teacher.

A factor that makes teaching issues at the interface of science, technology and society even more difficult is the proliferation of information. The information boom also comes in the wake of crumbling national barriers for trade and information exchange and a global notion of neighbourhoods. Societies and individuals are reacting more rapidly to global changes than they ever did before. Changing environmental perspectives in Europe have led to migration of polluting industries into the developing countries. Ten-

sion in the Middle East or West Asia becomes an immediate cause for concern in Kerala. War, destruction, concern, recovery, rebuilding, and war again - cycles that used to take hundreds of years in previous centuries, now have a periodicity of less than ten years. Contemporary issues not only affect all citizens to some extent, but also call for a systems approach to its understanding and resolution, considering among other things, the technological, economic and socio-cultural linkages. This approach requires a certain attitude to problem solving.

Appropriate training can enable students to acquire problem solving abilities. However, increasing content specialization after grade ten, and lack of an integrated approach to learning before that, are hurdles to such a training. This situation can be partially remedied through intervention training programmes, be they at the level of higher education, or during professional on-the-job training.

1.2 A programme for post-school students

Such a training formed the principal objective of the programme funded by the J.N.Tata Endowment Trust, and implemented by HBCSE over three years at Mumbai and also for two years at Solapur. Developing a sensitivity to, and an understanding of, the complex linkages between science, technology and society, was the basis for the programme that aimed at promoting 'good citizenship' qualities among post-school students. The other vital input was strengthening the comprehension and communication skills of the students.

1.3 The curriculum

1.3.1 Genesis

The success of the programme, measured in qualitative terms — heightened sensitivity of the participating students, and their sustained interest — has inspired this Foundation Curriculum. The curriculum has been embodied in a series of books. The objectives of the curriculum preclude these books from being textbooks. Instead, these books outline a series of

activities that lead from simple issues and ideas to complex ones, requiring the students to make the necessary linkages. The activities are also designed to develop the skills necessary for a practical understanding of issues at the interface of science, technology and society.

Most activities suggested in the books have been tried with post-school students during the programme. These could be used by any interested person — a teacher or leader of a forum — to develop comprehension and communication skills among members of a group of young people. They will be working on a broad canvas of issues at the interface of science, technology and society. Outlined below are the objectives of the curriculum, guidelines for interaction, and the topics, chosen for convenience, under which various issues will be discussed.

1.3.2 Objectives

The objectives of the curriculum can be summarised as follows.

- Offer guidance to students in improving their English comprehension, communication and analytical skills, besides quantitative reasoning. English has been chosen in the light of its being the language of global information flow.
- Integrate students' curricular knowledge with environmental and developmental issues of concern, thus giving a broad exposure to several disciplines.

1.3.3 Guidelines

Setting guidelines for interaction between the group of students and the teacher will go a long way in achieving the objectives stated above. A possible set of guidelines are listed below.

- a. Sessions should be conducted in a participatory and interactive mode.
- b. Sessions should involve thinking across disciplines, stretching the ability of participants to think beyond the obvious connections.

- c. Relevance of the issues to daily life should be stressed, and participants should be guided in making decisions.
- d. Weaknesses and lacunae should be assessed at intervals, through appropriate questionnaires.
- e. Skills should be developed through suitably designed activities. These could include the following.
 - writing persuasive essays, poems, letters to local newspapers,
 - writing and staging street plays,
 - organised formal debates,
 - analysis of tabulated information,
 - comparison and quantification,
 - drawing charts and graphs,
 - designing games,
 - conducting interviews and surveys, and
 - visits to industries, research institutes.

1.3.4 Content

Activities designed to meet the objectives of skill development are grouped under issues of current concern. The issues are all interlinked and need to be treated that way. For convenience of presentation, these are discussed under the following topics.

- Survival of Humankind: Curricular Philosophy, and The Population Problem
- Education
- Health — Diseases, Drugs, and New Challenges
- Resources: Land and Air
- Resources: Food and Water
- Resources: Energy

- The Environment — Balance in Nature
- The Environment — Degradation, Science and Technology
- Information Revolution and the Media
- Social Conflicts, Gender Issues and World Peace

The present chapter, an introduction to the curriculum, is a part of each book, with a variation only in Section 1.4. It would be useful to revisit the discussion on *Survival of humankind* given in the book on “The Population Problem”, whenever in doubt about the goals of the session.

1.3.5 Duration and target group

The activity books are designed to be adequate in content for a 2-year course in Science, Technology and Society at the Higher Secondary level. The activities in the curriculum can be completed over a span of 200 contact hours. Some of the activities require the participants to collect data by library search or survey outside contact hours. However, many activities, mentioned in Section 1.4 of the respective books are essential for giving students a flavour of the issues. These may be covered over a span of 100 contact hours, about 10 hours per book. The large number of activities given in each book allow ample scope for a flexible and innovative approach to teaching.

The activities outlined in the books can, however, be used with any group of individuals with a minimum schooling of standard X (grade 10). It has been found to be harder to work with groups exceeding 30 members. This problem can be overcome by dividing the group into subgroups of smaller size. It would certainly help to have a common language of communication within the group. Since it is most likely that the books will be used in a classroom situation (say, higher secondary class), the participants are referred to as *students* in all the books.

1.3.6 The group leader

The objectives will be patently met if the group consists of a leader or coordinator, who has more than a cursory interest in the developmental

issues of concern today, and enjoys making linkages. The students should be guided not only in making the obvious links, but also to go beyond them.

A coordinator with a formal training in cross-disciplinary thinking has a clear advantage, but a person with an open mind to the ideas of others, and one who feels that students cannot be all wrong, would do just fine. It would be useful for the group leader to be proficient in English, so as to be able to read and comprehend the proliferating information and communicate this to the group. It is most likely that the leader will be the teacher, and hence *teacher* in the books will mean the leader or coordinator of the group.

The leader plays a special role in all the activities outlined. The cardinal principles that govern the interaction of the leader with the group include the following.

- i. Understand and value individual and group perceptions.
- ii. Encourage listening by setting an example.
- iii. While moderating discussions, support the apparently indefensible viewpoint.
- iv. Attempt to raise the discussion from the level of free-standing personal statements —‘I feel’, ‘I think’, etc., with no accompanying justification — to coherent and logical arguments, with quantification wherever possible.
- v. Allow for changing and evolving views during discussions and show a willingness to learn from the students.
- vi. Encourage following firm rules during a debate.
- vii. Facilitate and liven up discussions by introducing a new angle whenever possible.
- viii. Use the ‘let us find out’ mode as often as is appropriate.

The role of the leader is far from a passive one. Encouraging the diffident student, guiding the overly confident one, finding loop holes in the arguments of a member without lowering self-esteem and being in control of

the situation in a class full of thinking individuals is a challenging task. Yet, if viewed as an opportunity to improve one's skills of critical thinking, at the same time creating a generation of thinking individuals, the joy of such interactions can be infectious.

1.3.7 What this is, and what it is not

As already explained in Section 1.3, these books are not substitutes for textbooks, nor are they comprehensive. They are meant to give students a feel for 'real world' problems, without introducing the intractable complexities all at once.

There are very few problems of concern today that have either globally applicable, or locally unique, answers. As in any reasonable developmental approach, the answers to many questions must be sought within a local framework of society, politics and economics. In fact, increasing students' sensitivity to local needs and problems and putting these in the context of global concerns, constraints and opportunities, with examples of solutions arrived at in different contexts, is a tacit aim of the Foundation Curriculum.

Hence, it is an advantage for leaders and group members to have access to information, both local and global. The bibliography is indicative rather than exhaustive. Definitions and concepts can be sought and found in any relevant textbook available in a junior or senior college. Newspapers and locally available magazines could be additional and sometimes valuable sources of issues of debates. Many newsgroups and voluntary agencies provide information and clippings files free of cost or at a nominal charge. The group must, in the course of the interaction, generate and catalogue its own set of clippings files on issues of concern to the group.

The important, but rather difficult, questions of evaluation have not been addressed here. In this curriculum, more than in any other, evaluation of any form is a measure not only of participant's comprehension, but also of the effectiveness of the leader. Test questionnaires have been provided in some of the books as guidelines to assess effectiveness of interaction in the course and to help take corrective measures.

1.4 This book

Seventh in a series of books planned on issues in *Science, Technology and Society*, this book deals with conflicts. Conflicts are an integral part of human history. These arise out of a variety of causes, one among which is the control of limited available resources. Another source of intergroup conflicts is the belief in the absolute righteousness of a group's culture, religion, language or nationality. The progressive evolution of weapons has changed the scale of destruction involved in conflicts.

The span of the book extends from conflicts within individuals (or internal conflicts) to wars on a global scale. It takes you through chapters on conflicts between individuals and groups, highlighting situations involving specific groups such as castes, classes, gender, race and ethnic groups. For instance, some of the activities in the book are intended to refute those explanations of existing inequalities between groups, which are based on biology. The book ends with issues involving conflict resolution, or peace.

It could take about 30 contact hours to complete the activities in this book. Even so, activities like surveys, essay-writing, poster-making and debating may have to be carried out outside these contact hours. Chapters 2, 3, and Sections 4.3, 4.4, 4.5 and 5.1, Sections 5.3 to 5.7, Sections 6.1, 6.4, 7.1, 7.2 and 7.4 can be dealt with for a shorter course of 20 contact hours.

Chapter 2

Internal conflicts

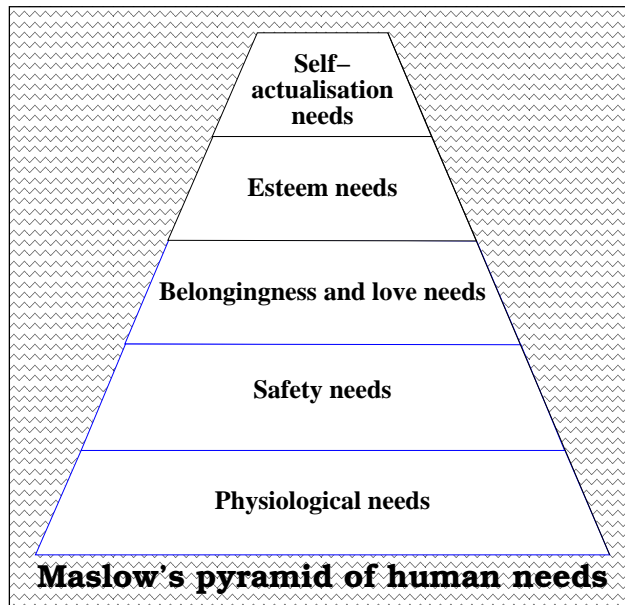
All of you at some time in your lives must have had problems deciding between available options. Such conflicts are an important part of human personality. Sigmund Freud (1856-1939) provided psychoanalysis based on the theory of personality. This then became a methodical way to treat psychological disorders. According to Freud, personality can be divided into three parts: the *id*, the *ego* and the *superego*. These three are constantly interacting, each clashing with the other two to express itself. What you see as *personality* is merely an extension of these conflicts and its resolution.

Freudian theory emphasises that humans are motivated by their pleasure-loving nature, and a tendency to avoid pain. Their drive for immediate satisfaction of needs most often leads to a conflict with the environment. Parents and others who form the environment try to delay, censor or control such immediate satisfaction of needs. Societal values are internalised by the individual, and this *warfare* becomes a part of the personality.

2.1 Human needs

Human beings have many needs, of which some take priority over others. In 1970, Abraham Maslow proposed a hierarchy of needs an arrangement that can be shaped like a pyramid. This is shown in Figure 2.1.

Figure 2.1: Maslow's pyramid of needs.



The large base of the pyramid represents physiological needs such as food and water. According to Maslow, these needs must be met before individuals move to the next level of the pyramid. Each successive level is addressed only after the needs at the lower levels have been satisfied.

1. The second level is the need to feel safe, secure and stable and it also involves the need for shelter. Give an example to show that safety will be addressed only after basic needs like food and water are satisfied.
2. The first 2 levels discussed above are thought to be present in all animals. However, the needs at levels higher than these are considered uniquely human. Do you agree with this? Justify your stand with at least one example.
3. The next level corresponds to the need to belong and to give and receive love. Give one instance as evidence for these needs. Do you know of any person who does not have these needs at all?
4. Cite situations which indicate that a person has considered the needs at this level (need to love and belong) more basic than the food and shelter needs.

5. The self-esteem needs correspond to the need for achievement, competence, need for recognition and respect from others. Do all of these needs always come together? Does everyone aspire for recognition? Justify your stand with examples. Consider a case where the person does not have these needs. What may be the reasons for this?
6. The highest human needs include the following:
 - **cognitive** - search for meaning and knowledge;
 - **aesthetic** - beauty and order; and
 - **self-actualization** - living up to one's full potential.

Do you have any of these needs? If you do, which one? Do you feel that all the needs at the lower levels in the pyramid have already been met?

7. Compare this pyramid with a mountain, and having the higher levels of need to climbing the mountain. Are there differences between the two?

If we consider the number of needs that people have and the many ways of satisfying them we can see that all kinds of frustrations and conflicts are possible. The next section is about such conflicts within an individual.

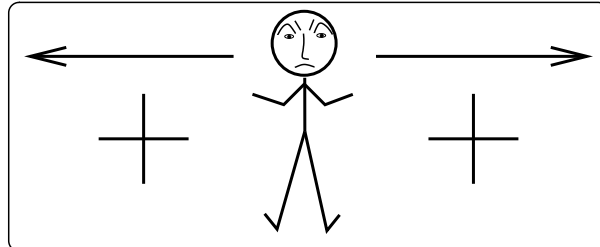
2.2 Conflicts

Conflicts occur within an individual when pursuing two or more goals that are mutually exclusive or while experiencing two or more motives at the same time. Kurt Lewin proposed an analysis of internal conflicts, which you will discuss here. [30]

2.2.1 Approach-approach conflict

When faced with choosing between two possible job openings an individual is in a conflict, where the two goals are positive or equally attractive (Figure 2.2). This is the case of having your cake and eating it too. The

Figure 2.2: A case of approach-approach conflict.



existence of two motives at the same time can also cause this conflict. For instance, when one is hungry and sleepy at the same time, satisfying one motive would mean foregoing the other.

1. How serious can this conflict be? Think up some examples which are trivial, and some which can be serious.
2. Have you ever experienced a serious version of this conflict? Discuss your experiences in class.
3. There is a story of the donkey who stood halfway between two piles of hay and starved because it could not choose. However, the conflict between two positive goals/motives is not very serious. It may lead to vacillation but not severe stress. Think of two or more situations in which individuals may face approach-approach conflict. One of these situations should involve mild stress and the other severe stress. If you can, illustrate this with a simple sketch or a collage.

2.2.2 Avoidance-avoidance conflict

The *avoidance-avoidance* conflict involves two negative goals (threats, fears and repelling situations), such as studying or failing, putting up with a boring job or facing unemployment (Figure 2.3). Such conflicts are captured by the saying “Caught between the devil and the deep blue sea.” These conflicts can be severe and may result in vacillation and attempts at escape from the conflict situation. The escape may be physical (running away from home) or a refusal to face the reality (fantasy).

1. Describe a situation where the person is vacillating between two options that are equally repulsive.

Figure 2.3: A case of avoidance-avoidance conflict.

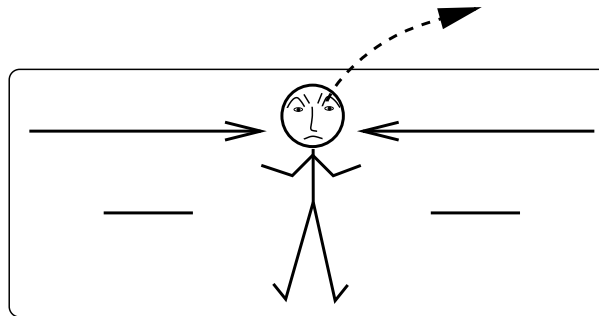
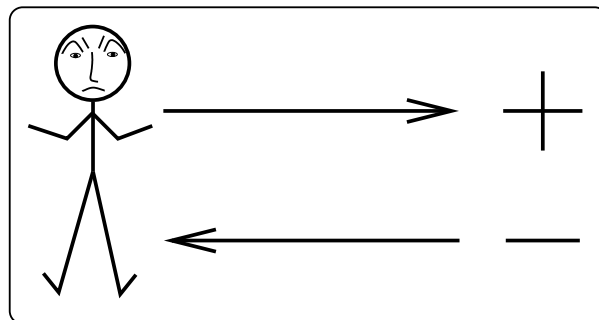


Figure 2.4: Approach-avoidance conflict.



2. Often individuals try to escape from this conflict to get out of being near any of the two disliked scenarios. In your above situation, is a physical escape from the conflict possible? How would the person respond in such case?

3. In your example of this conflict situation what may happen if the person refused to face the reality of the situation (the ostrich burying neck in sand) by relying on imagination, daydreams and fantasy. Describe your person in such a situation.

4. List two other situations in which individuals may be faced with the avoidance-avoidance conflict and the possible solutions these conflicts may generate.

2.2.3 Approach-avoidance conflict

The approach-avoidance conflict is the most difficult to resolve. In this situation the person is both attracted and repelled by the same goal or object (Figure 2.4). Like a young teenager who wants to dance and 'belong' to his group of friends while at the same time is aware of his lack of dancing skills and wants to avoid humiliation in public. The two conflicting motives create a dilemma. Whatever decision is made the individual will experience distress. In such conflicts the individual is attracted and repelled by the goal continuously.

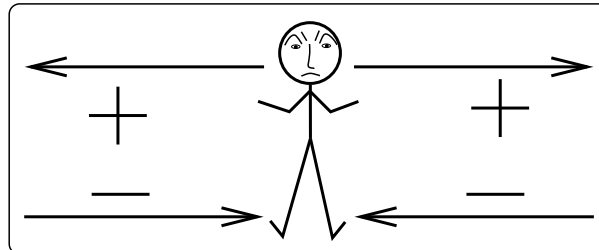
1. State one instance of approach-avoidance conflict experienced by you and its resolution.
2. The individual herself may often create internal obstacles (based on values) to the satisfaction of some motives. For example, she may love to eat an ice-cream, but desperately wants to diet. Since the obstacle is internal it is difficult to escape from it. The distress caused by such inescapable conflicts can create major problems for the adjustment of an individual. Give another example of such a conflict.
3. Give a situation involving drug (or alcohol) addiction when it will fall under the category of *approach-avoidance* conflict.

2.2.4 Double approach-avoidance conflict

Everyday life involves situations often much more complex than those described by the above conflicts. Typically, all of us face conflict situations in which multiple goals and motives are operating. One such complex conflict involves choosing between two goals both of which have their positive and negative aspects (Figure 2.5).

1. Give an example of such a conflict.
2. Have you been (or likely to be) in any situation like this? How would you proceed to resolve this conflict?

Figure 2.5: Double approach-avoidance conflict.



So far you have seen that we, as humans, are governed by our needs and the conflicts that arise from them. You will discuss next ways in which we explain behaviours.

2.3 How do we explain our own or other's behaviour?

All of us are often in situations in which we are required to gauge others' behaviours. A jury or judge has to decide why a certain action occurred, interviewers have to judge applicant's behaviours, managers evaluate the performance of employees. Our attributions about people can have serious consequences. Yet, many of us have thought little about how we explain behaviours.

1. An employee's performance has deteriorated over the last few years. The manager's opinion is that this is due to *personal* factors such as low ability and poor motivation. The employee, on the other hand, complains of *situational* inadequacies, such as poor working conditions and impossible demands. What does this tell you about how

Figure 2.6: Viewing ourselves and others.



Table 2.1: Statements about self and others.

I am determined.	You are stubborn.	He is pig-headed.
I am tactful	You are	two-faced
I am frank	You are harsh	She is
I am	You are indecisive	He is weak
I am curt	You are	He is uncouth

people explain their own and other's behaviour?

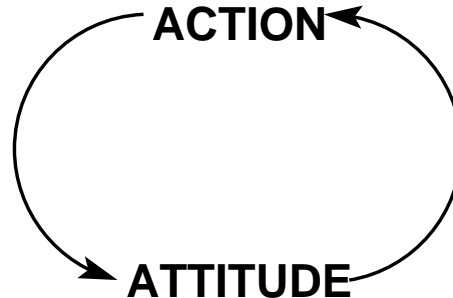
2. We generally attribute behaviour to internal disposition (an aggressive personality) or to external situations (stress). The example above suggested that we often overestimate the influence of internal factors and underestimate the role of situational factors when judging other people's actions. Give another example to illustrate this situation.
3. However, it is different when it comes to ourselves. We have the advantage of seeing ourselves in various differing situations and also have the perspective of the actor. Hence, we more often make situational judgments than judgments about internal disposition. Table 2.1 gives some statements that an individual may make about herself and about other people. One of these is given in each case. Complete the rest.

2.3.1 Do attitudes influence behaviour or do behaviours influence attitudes?

Often people stand up for what they believe in. Their attitudes dictate their behaviour. It might surprise you to note that many instances are reported where people start believing in whatever they have stood up for. From this one can claim that attitudes are influenced by behaviour. Attitudes and behaviours seem to interact as shown in Figure 2.7.

The following is an example of how this interaction is used to advantage in practice.

Figure 2.7: Action attitude cycle.

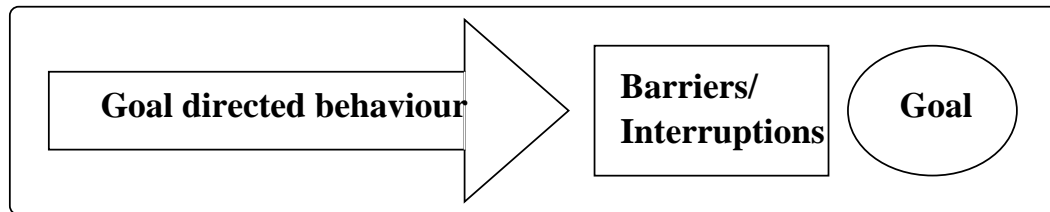


The foot-in-the door phenomenon

This is a well known technique among sales people. The sales person makes a very trivial demand that cannot be logically denied. For instance, “*Can I please have a glass of water?*” Having complied with this small request people are inclined to comply with a larger request. The technique is one of getting a foot in the door by some means and ending up getting what you really want.

1. Have you been at the receiving end of this technique? Relate what happened.
2. How does this technique work?
3. Show that there is a spiral relation between actions influencing attitudes and attitudes influencing action which enable behaviours to escalate.
4. Form groups of three members. Write up a skit, involving interactions between two or more people, where this technique has been used. Select the best skit from the class and perform it.
5. During the Korean War this is what the Chinese did to the American soldiers they captured. Without any brutality, they were able to make the prisoners help them in activities ranging from running errands, making radio appeals and false confessions. They also got them to inform on fellow prisoners and give away military information. After the war ended around 21 prisoners even chose to stay with their captors rather than return home. Of those who returned many were convinced that communism was a good thing for Asia.

Figure 2.8: Goal directed behaviour.



How did the Chinese harness the *foot in the door* phenomenon to get the soldiers to comply with their demands?

6. Fortunately, the *attitudes follows action* principle works equally well in connection with good deeds. How many situations given by the class in the earlier activity were connected with good deeds? If there were none, think up one such situation.

When you do someone a favour you end up liking the person more. Thus, moral acts shape the self just as much evil acts do.

2.4 Frustration and aggression

Frustration results when attempts to achieve a goal are delayed or blocked (Figure 2.8). Frustrations occur almost everywhere.

1. Cite an example of frustration due to an individual's own condition (handicap).
2. Give two situations when you have experienced frustrations due to your own failures or incompetence.
3. More dramatic prolonged frustration is when an individual has no control over her own life, for example prisoners. Can you think of other social situations when a person may feel this way?
4. According to Bandura and Walters (1963) reactions to frustrations differ among individuals and groups. [30] The same individual may react differently to similar frustrations in different situations. Would you agree with them? Justify.

Figure 2.9: Aggressiveness training.



From Baron and Byrne [1]

5. Bandura and Walters experimentally demonstrated that aggression can occur without frustration. According to the theory of Bandura and Walters, aggression is a learned behaviour. Often behaviours are learned by merely observing a model. Formulate an experiment to demonstrate this.
6. Bandura and Walters demonstrated that children who view aggressive models are more aggressive than children who do not. This has relation to the violence that is presented in the media, especially television (TV) and films and its effects on children. On the basis of the discussion so far, do you think violence should be shown on TV? Justify.
7. If you think that violence should be reduced (or banned?) on TV, who should take action about? List all persons, officials, social bodies.
8. How can you prevent the depiction of violence on TV? List all the actions you will take. Include actions at the individual level and initiating actions at the societal levels.
9. Learning can alter aggressive reactions. To foster a gentler, kinder world we must model and reward sensitivity and co-operation from a young age. What does this imply about how teachers and parents must discipline their wards?
10. Children who grow up observing aggressive models often imitate the behaviours they see. What advice would you have for parents who would like to discipline their delinquent youngsters?

This chapter has dealt with people at an individual level: an individual's needs, conflicts with herself, and interactions between behaviour and attitude. You have also briefly discussed aggression. Later chapters will discuss aggression and other issues in relation to two or more individuals.

Chapter 3

Conflicts between individuals

You have seen that conflicts arise even within an individual as a result of differing needs. What happens when these individuals come together bringing to the situations their own differing needs?

Karen Horney (1945) identified three classes of human interactions: moving towards people, moving away from people and moving against people.

1. What kind of behaviour would moving towards people involve? Give 2 or 3 instances of this behaviour.
2. Have you experienced that you are moving away from someone? How would you describe your feelings in that situation?
3. When does anyone move against someone else? List the possible situations when this behaviour is apparent.
4. Compare *moving against people* with the other two, namely, *moving towards people* and *moving away from people*. Which is it more similar to?

3.1 What is aggression?

Aggression refers to the entire spectrum of assertive, intrusive and attacking behaviours. This includes overt and covert forms, such as, sarcasm,

dominance and self-directed attacks.

1. Give an example each of assertive, intrusive and attacking behaviours.
2. Which of your examples was an overt (not hidden) form of aggression? Try to come up with covert form of aggression for each of the types.
3. Are all forms of aggression only destructive? Can there be a constructive form of aggression? Give an example.
4. *Violence* is of great concern as it is a form of destructive aggression that involves physical damage of person or property. You can imagine that it is discouraged by society. Under what circumstances is it not discouraged?

3.1.1 Is it biological?

Are humans biologically predisposed to move either against people or towards people? This has been a matter of controversy among behavioral scientists. Ashley Montagu (1955) claimed that the basic drives in humans and in lower animals were positive and accepting. According to Konrad Lorenz (1966), on the other hand, not only do humans have aggressive instincts but these instincts are in fact useful.

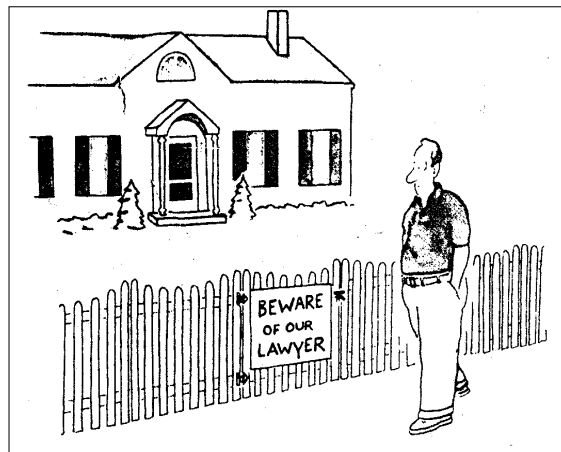
1. Between Ashley Montagu and Konrad Lorenz, whose argument appeals more to you? Take the side of your choice and argue your case. You will either say that humans are *basically* positive and accepting or that humans have aggressive instincts that are useful. Give a number of examples to prove your point.
2. How many in the class took Ashley Montagu's side? Do you think the arguments put forward by the two groups actually prove their case? Remember that the two scientists are referring to inborn qualities. How will you prove any quality as inborn?
3. You have seen in Section 2.4, question 9 that learning can alter aggression. Could learning have played any part in the behaviours mentioned by you? Support your answer.

3.1.2 Environmental stress and aggression

When faced with environmental stress, such as attacks, people respond by retaliation.

1. Besides attacks, how else can a person experience environmental stress? List at least 3 situations.
2. Aggressive reaction to an invasion of personal space or territory seems to be instinctive. Give an example of invasion of personal space. Do you think this invasion will be followed by an aggressive reaction?

Figure 3.1: Territorial behaviour.



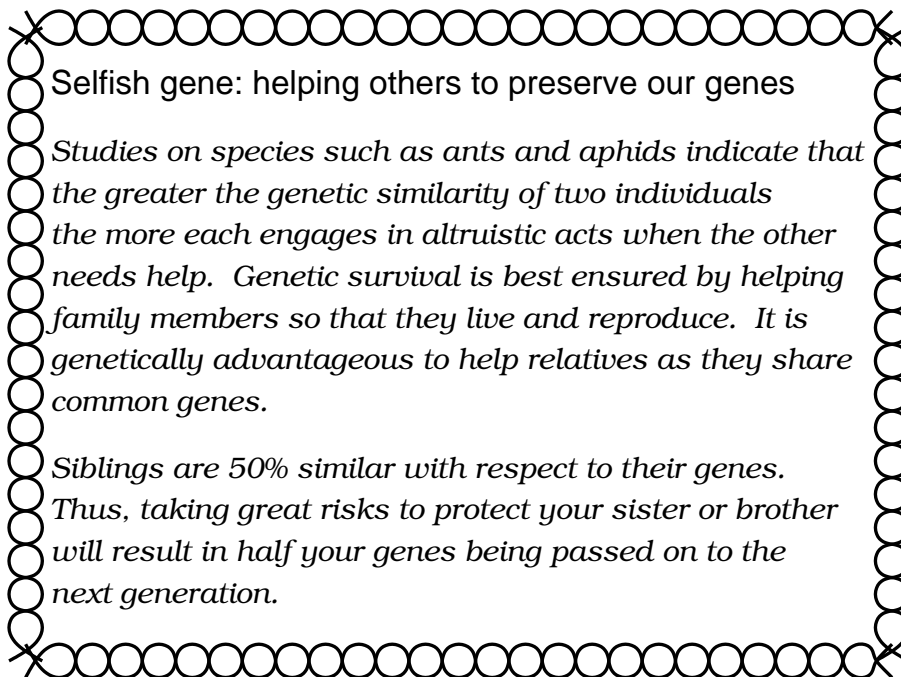
From Baron and Byrne [1]

3. Most cultures differ with respect to the personal space needed by each individual. Each culture also determines some amount of interpersonal distance as normal. A culture itself comprises of people who differ in terms of gender, age, social class, sects, and so on. Do these groups within a culture set different distances? Give examples to prove your point. Figure 3.1 shows a cartoon on personal space. [1]
4. When an individual finds that another person comes too close or stays too far by the standards of her group, she feels uncomfortable. Give an instance of this situation where the two people involved belong to different groups with different standards of interpersonal space.

5. Coming too close is seen as either an expression of intimacy or as aggressiveness and could result in triggering aggressive behaviour. In the light of this, what effect would overcrowding have on people?
6. Research with rats has shown that overcrowding increases a variety of pathological (abnormal) behaviours. Do you think these results are valid for humans? Support your stand with examples.
7. City dwellers are often accused of being impersonal. You may explain this by saying that they are trying to preserve their own and other people's space, which is already in short supply there. Giving several examples argue that some behaviour that seem abnormal are actually adaptations to overcrowding.

3.2 On being selfish

Figure 3.2: Selfish gene: helping others to preserve our genes.



1. In the interest of ensuring that your genes survive (see Figure 3.2) [1], you might engage in selfishness of 3 kinds:

- you ensure the survival of your genes even at the cost of harming other people;
- you ensure the survival of your genes, while you are careful about not harming others;
- you may even harm yourself in order to ensure that your genes survive beyond your life.

Give 3 situations, which illustrate each of the above cases.

2. People who are not selfish make life easier for others around them. Beyond, simple helpfulness, there is altruism or the truly selfless acts which often involve risks for the helper. Do such altruistic acts by a person involve the preservation of the group to which she belongs (like, family, nation, even the human race) in some way?
3. At the other extreme are situations where help is withheld even though someone is in dire need of it. This response is called the bystander apathy. Give an example of this situation.
4. Darley and Latane (1968) designed a series of experiments to study bystander apathy and proposed an explanation based on *diffusion of responsibility*. In their experiments when a fellow student seemed to have a serious problem and there were no other bystanders the majority of students acted to provide help and did so in less than a minute. However as the number of bystanders increased helping behaviour sharply decreased. Most students did not want to appear to be over reacting or foolish. A typical solution was to hold back and wait for someone else to take the responsibility.
Stage a play in your class to depict the situations in the experiment of Darley and Latane. You may even script a more innovative play to demonstrate the idea of bystander apathy.
5. Do you think a lot of the ills of the society that everyone individually dislikes, such as pollution and crime are not addressed because of bystander apathy. Justify your stand.

3.3 Co-operation and competition

In any situation that involves two or more people interacting, one of two things happen: the participants co-operate with one another or they com-

pete with one another to obtain some desired outcome.

1. Co-operation refers to mutual helpfulness which is beneficial to all the participants. Co-operation is a familiar part of our lives. For example, players in a team sport such as football or cricket will work together to score a goal or get the other team player out, students frequently share notes with each other, so that each can benefit from material that may have been missed. Give three more examples, choosing different situations.
2. Individuals also engage in competition to determine who gets the bigger share of some resource. Do such competitions between individuals help the society? Justify your stand.
3. Often competitive behaviours appear to be solely motivated by greed and selfishness or the desire to win. For example, some players may play foolish shots in an attempt to gain an individual high score, while some students may borrow the notes of others but may not lend their own. Suggest another example of such competition.
4. While co-operation is desirable in many situations, you have seen competition is not always an evil which should be totally eradicated. Competition may motivate people to do their best. Argue that competition in trade and business is advantageous to consumers.
5. Selfish behaviour which usually results in individual gain can, at times, lead to a collective disaster. Such situations are known as **social dilemmas**. Competition rather than co-operation yields higher pay-offs for each individual. On the other hand, the group of individuals would have been better off, if they had co-operated.

One example of such a situation is elections. Elections in a democratic society require that citizens co-operate by casting their vote. But this behaviour brings little or no rewards for the individual. In fact there may be costs involved, like going to the venue and so on. However, selfish behaviour will harm the entire community.

Give another example of social dilemma.

3.3.1 Games that simulate social dilemmas

Mathematical models are used to make games that reproduce situations similar to social dilemmas. Games are models of real-life situations. They intensify human experience in relatively safe ways, even when they provide excitement.

1. Name one each of the following:

- (a) team game,
- (b) games played between 2 or 4 individuals, and
- (c) games played by an individual.

In each case, state whether the game models any real life situation. Give an example.

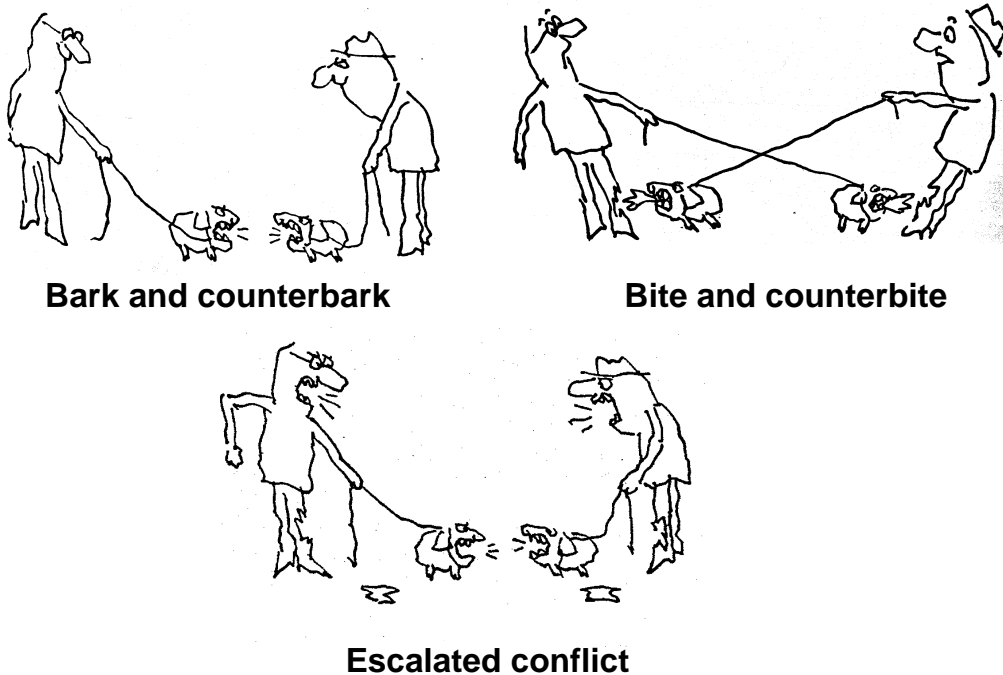
2. The theory of games is the mathematics of co-operation and competition. It analyzes situations in terms of gains and losses of the players. Game theory became famous with the publication of John von Neumann's *Theory of Games and Economic Behaviour* (1944). You are familiar with the game of *tic-tac-toe* (see Figure 3.3). Using the rules of the game, list the number of ways in which you can prevent your opponent from winning. Do this for the case when you are the first player, and when you are the second.

Figure 3.3: Tic-tac-toe.

x	0	x
x	0	0
0	x	

3. Game theory is the science of conflict. It is not primarily concerned with displaying the optimum strategy for any particular conflict situation. Its strength lies in the use of mathematical tools to analysis conflict situations. Only a limited range of conflicts can be analysed using game theory. Consider the conflict situation shown in Figure 3.4. [40] Do you think game theory can be applied to this situation? Explain.

Figure 3.4: A conflict situation involving dogs and owners.



4. The logic of strategy does not apply to certain conflicts. A dogfight, for instance, is a sequence of events, each one triggering the next. A growl may stimulate baring teeth, and so on. Some human quarrels are not physical. Give an example of symbolic quarrel. Can game theory be applied to symbolic quarrels?

5. Intellect and comparison of alternative course of action need not and do not play a role in some fights. Analyse a major conflict that happened in your area (town, city or region). Did intellect play any role in this?

6. The well known games like chess, poker, tic-tac-toe are not only entertaining and detached from real but they are also instances of formalized conflict. There is a conflict of interest between two or more parties, each of which has specified range of choices prescribed by the rules. The outcome represents the sum total of choices made by all the parties. Give at least one more example of a formalized game.

The variable game is a mathematical model. Play the game in class. First, choose a leader. A bowl containing metal nuts is placed on a table, so that all of you can access it. You should try to obtain as many nuts as possible (goal) while following the rules given below.

The leader holds a large collection of nuts. Each of you can remove from the bowl as many nuts as you want. You can do this at any time and as often as they like. Every ten seconds the leader doubles the number of nuts in the bowl at that time. If all the nuts have been removed, the leader can add no more, and the game ends.

What strategy did each of you use in this game?

What is the strategy that will work best in the game of nuts? Why?

In this game, removing only a modest number of nuts each time will benefit the entire class. Did many of you grab as many nuts as you could and empty the bowl within a short time? Normally this is what happens in this game? Why do you think people behave in this manner?

The theory of co-operative games is concerned primarily with *coalitions* — groups of people who co-ordinate their actions and pool their winnings.

3.3.2 Prisoner's dilemma

The illustration depicts a game called Prisoner's Dilemma in which two prisoners *Alam* and *Pran* are interrogated separately on a charge of burglary. [1] The evidence against them is circumstantial. They cannot be convicted unless at least one of them confesses. Both *Alam* and *Pran* are safe if both keep quiet. However, they have been separated and each has been told that if he testifies he will get special consideration.

1. What is the smart thing for Alam and Pran to do, since they have to respond individually?
2. The numbers in Table 3.5 show the years of prison sentence that will result for *Alam* (boldfaced) and *Pran* (italics) depending on the

Figure 3.5: Prisoner's dilemma

Pran Alam	Confess	Keep Quiet
Confess	5, 5	0, 10
Keep Quiet	10, 0	0, 0

strategy used by them: confess or keep quiet. Using the table, state what will happen to {*Alam* and *Pran* in the following situations.

- Both keep quiet.
 - *Alam* keeps quiet and *Pran* confesses.
 - *Pran* keeps quiet and *Alam* confesses.
 - Both confess.
3. Considering that they cannot communicate with each other, what strategy will be best for each?
4. What is the **dilemma** in the game?

The model provides an explanation of cases where people are unable to obtain what they jointly wish unless they co-operate.

The next section is another version of this game which you can actually play.

3.3.3 An exercise in distrust

This game has two goals: [18]

Table 3.1: Table of rewards and fines for the game.

	Card Played		Money Earned in Rs.	
	Team A	Team B	Team A	Team B
1.	X	X	300/-	300/-
2.	Y	Y	-10/-	-10/-
3.	X	Y	-100/-	500/-
4.	Y	X	500/-	-100/-

- to help participants know what it means to experience distrust, and
- to show how distrust towards others can be self-defeating.

This game should take about one hour. Each of you choose a partner for this game. To play this game each of will need two identical cards, say 3 inches square, one marked **X** and the other marked **Y**. One round of the game consists of you and your partner simultaneously placing one card on the table, facing downward. The objective of the game is to earn as much money as possible. How much you earn is decided not only by the card you play, but also by the card played by your partner. You can play the **X** or the **Y** card. Rewards and fines are determined according to the combinations given in Table 3.1.

1. Which card should you play to ensure a high earning for you? Remember you do not know the card played by your partner.
2. If you played what you thought was a *safe card* always, what will happen? Try to come up with a clever strategy for maximum earnings.
3. The play continues over several rounds. The number of rounds to be played are not announced in advance. The game will be stopped suddenly. Why must this be so?
4. Suppose after some rounds the partners are allowed to negotiate and agree on the card each will play. Will they keep their word? Will each one trust the other to keep to the agreement?
5. Games can be divided into *zero sum* and *nonzero sum* games. In zero sum games a win for one player/group is a loss for the other. Chess, football, cricket are zero sum games. In the two games you

have discussed, there is an authority (banker who pays money in the second game, a judge in the prisoner's dilemma) who decides the outcome. It is possible for the two players to co-operate at the cost of the authority. These are non-zero sum games which allow for a win-win situation.

Zero sum confrontations in real life can be transformed into mutually beneficial nonzero sum games. You and your partner suggest one such situation.

6. Analyse the situations given by the all the pairs in class to check whether these were zero sum situations transformed into non-zero sum ones.

The importance of honesty, social responsibility and other similar virtues have been pointed out by sages since antiquity. Game theory gives us another perspective on these matters. It emphasises the importance of communication between players and the meaning of trust.

Chapter 4

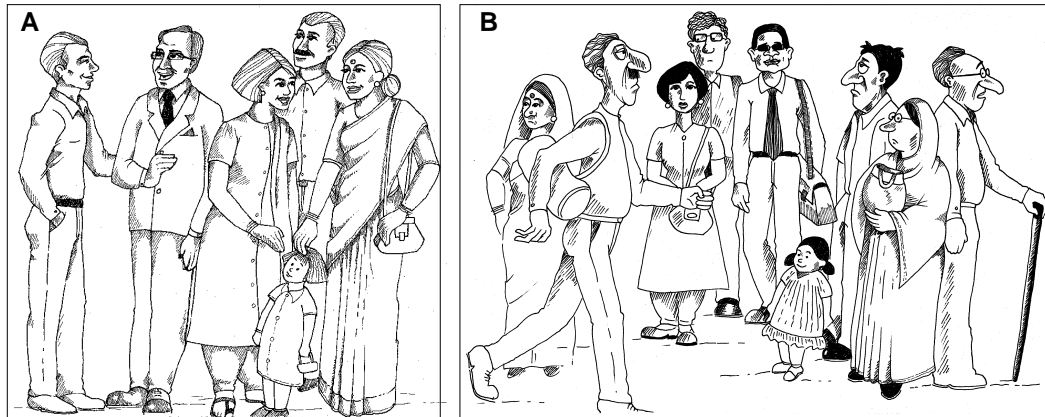
Groups

4.1 Groups: a definition

The term group is ambiguous. It can be used to refer to a collection of individuals who do not necessarily interact, but who do share something in common.

1. All teenagers can be said to be a group, because they share at least one characteristic. Name the characteristic they share.
2. In this context the term *group* is purely descriptive or is a classification. Give 3 more examples of groups where the term group is a mere description or classification of people.
3. The term group can also be used in a *functional* sense. Here the members of the group are aware of their group membership. A family and a sports team are examples of functional groups. List the functional groups that you belong to.
4. Communication is what makes the group. The group exists because individuals communicate with one another and share motives and goals. List the goals and motives shared in any one of the functional groups you belong to.
5. Argue, giving examples that the members of a group may never meet, while individuals sitting beside each other in a hotel may not be a

Figure 4.1: Which of the following is a group?



group.

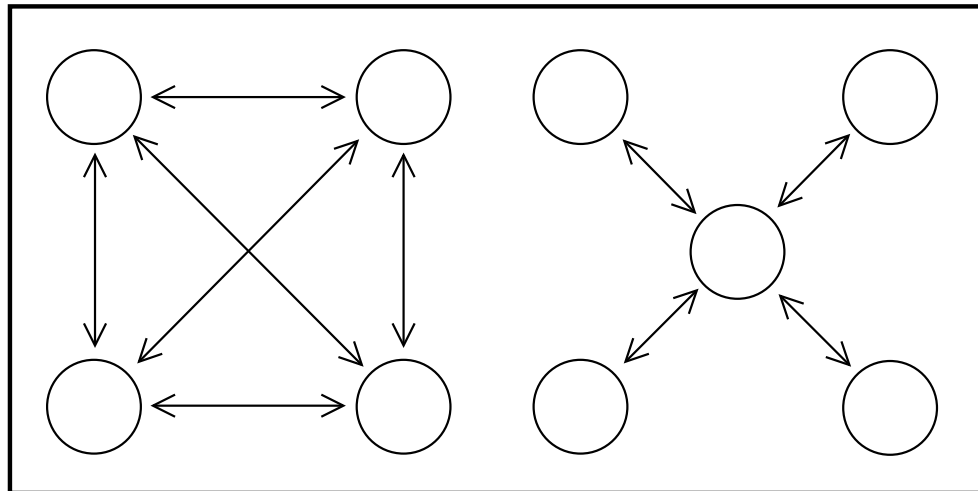
6. Two types of communication structures are given in Figure 4.2. [35] Compare and contrast the two styles.
7. What factors may decide how the communication proceeds within a group?
8. Comment on the sizes of the two types of groups that you have discussed: the classification group and the functional group.

4.1.1 Size of groups

There is no upper limit to the size of a classification group, while a functional group is limited in size.

1. The interaction among members of the group is the basis for a functional group. Show, through examples, how the nature of the interaction limits the size of the group. How many persons would make the smallest functional group?
2. The smallest functional group would be a *dyad* or a two-person group. According to **George Simmel** (1858-1918) the size of the group affects the relationship between members and hence, there are major distinctions between a two-person group (a dyad) and a

Figure 4.2: Two styles of communication in groups



three person group (a triad). Hence the aphorism, *two's company, but three's a crowd*. What are these distinctions? How does the relationship between the two persons in a dyad change when a third person joins the group?

3. In a small group, members are more likely to become deeply involved with each other, while in a larger group there are so many possible relations that everyone cannot get to know everyone else well.
4. The number of relationships increase dramatically as the size of the group increases. Consider two persons, Saba and Kush, in a group. There is only one relationship (S-K). One more person, Huma, is added to the group. List all the possible relationships involving 2 persons, and 3 persons. You should be able to list six relations.
5. Find the number of possible relationships in a group of 4 persons.
6. Comment on the functioning of groups with a large number of possible relationships.
7. The astronomical number of potential (possible) relationships in a large group can neither be informal nor spontaneous. Specific norms, roles and responsibilities are needed to regulate these relationships. That is, someone has to be in charge and someone has to co-ordinate. This necessarily introduces some inequality. Figure 4.3 is an example of the hierarchical structure that develops in some large groups.

Figure 4.3: Hierarchies in large groups.

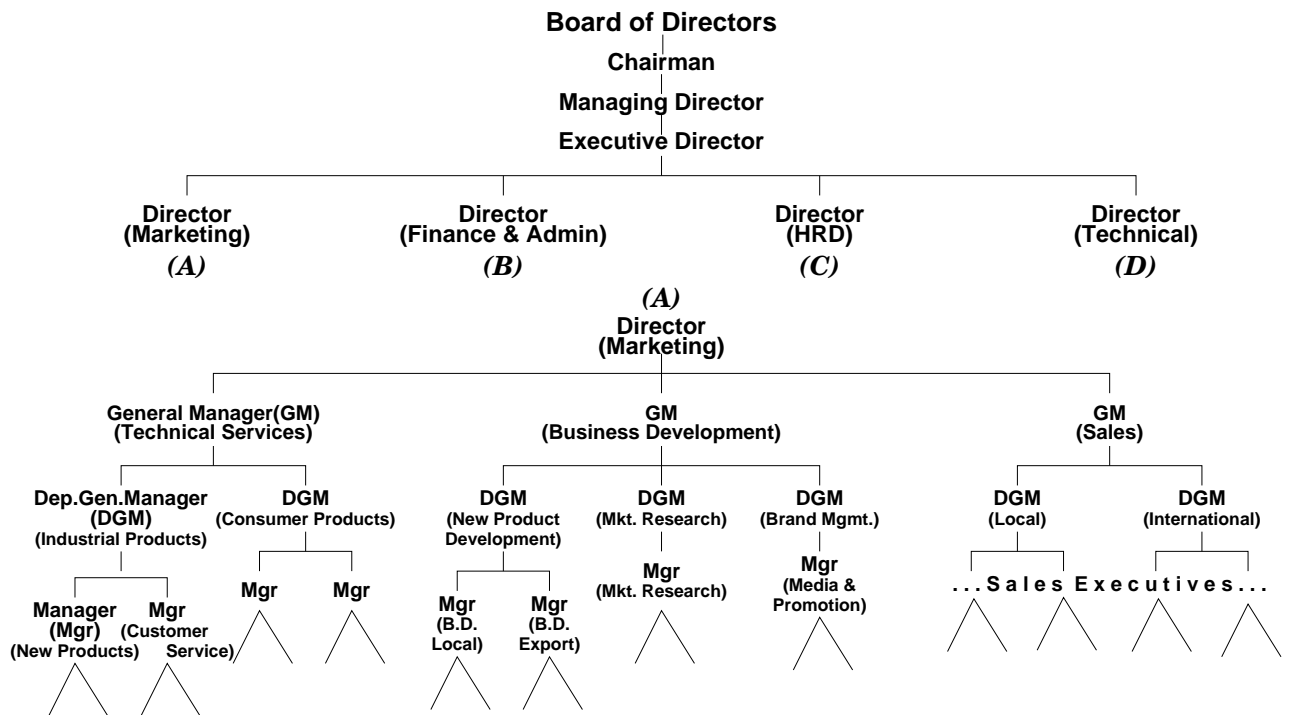


Table 4.1: Stages in group development.

Stage	Description
Forming	The group takes shape, initial ground rules are established. Members become acquainted.
Storming	Members compete for attractive roles and positions within the group; conflicts occur.
Norming	Members develop a common perspective about the operation of the group; adopt shared rules. Feelings of attachment to the group increases.
Performing	Group now concentrates on carrying out its major tasks and moving towards the shared goals.
Adjourning	Once goals are achieved the group may disband, or the attraction to the group may persist.

4.1.2 Formation and development of groups

A group may be formed accidentally, that is, by means which are outside the control of the members. They may also be formed voluntarily as a result of mutual attraction.

1. Give two examples of voluntarily formed groups.
2. List two groups where members do not have a choice in group membership.
3. Once a group is formed it begins to take on certain characteristics. It is likely to develop a structure, where members have positions in relation to one another. Describe how a structure might develop in a very temporary group, say one formed at a bus-stop or in a restaurant where strangers have started a discussion on some topic.
4. Describe the structure of any one longer lasting group to which you belong.
5. Groups move through several stages during their development. These are summarized in Table 4.1. Some groups may skip or combine some of the steps. [4] In relation to the stages in the table, how did the group that you have mentioned above develop?

4.1.3 Developing skills for participating in groups

Participating as a member of a multi-person group requires a complex variety of skills. The basics of these skills are learned in our first groups, our families. The earliest social groups are dyadic — between parent and infant. As the child develops, she becomes aware that she is a person. Then the two-way social interaction begins.

1. Observe the behaviour of a child and parent over some period of time. Give specific instances of children less than one year showing that there is a two-way interaction between a parent and child.
2. Play and games are a part of the pre-school years of all children. Show that they serve a useful purpose in helping children become integrated into group life and in learning the rules of society.
3. A classic study on the development of socialization was done by M.L. Parten (1932). Parten found that children progressed through the following stages:
 - solitary play,
 - watching others play,
 - parallel play (playing alone but in the company of others)
 - associative play (doing what others are doing but not involved in any give or take),
 - co-operative play.

In groups of 3 or 4 members, visit a children's nursery school near your house or institution. Observe the children at play and write a paragraph either agreeing or disagreeing with Parten. Justify your stand with examples.

4. By the time children enter school they are already prepared for various aspects of group life. During the pre-school years, the norms, values and attitudes of the child are those she has learned through interactions with family members. As she enters school, positions and roles in the social world outside the home begin to assume a greater importance. List as many roles as you can that a child entering formal school may occupy.

4.1.4 Reasons for group participation

The reasons for people joining, remaining with or leaving a group may depend on the rewards received and the costs incurred by these actions.

1. State some rewards of being a member of a group. What costs do members pay for being a member of that group.
2. Show, with examples, that the costs may be sometimes merely monetary, but at most times, there are psychological costs.
3. Give an example of the rewards and costs incurred by you as a result of being a member of two different groups.
4. Groups satisfy important psychological or social needs such as those of belonging, receiving attention or affection. Groups also help in the achievement of certain goals which it may be impossible to attain individually. State one such group goal.
5. **Social exchange theory** is an application of economic theory to interpersonal relations. The role of money in economic exchanges is played by social approval in social exchanges. Just as in economic exchanges, lack of money makes you a debtor, and a lot of it could make you a creditor, in social exchanges, social approval performs a similar function. Describe how a person with a poor image of herself always seeks approval from her group members. Give an example of a person with high self-esteem who is often a leader.

4.2 Types of groups

There are various kinds of groups such as primary and secondary groups, formal and informal groups, exclusive and inclusive groups and In-groups and Out-groups.

1. Table 4.2 shows the typical characteristics of primary and secondary groups. Contrast a village community with a city or town community on each criterion given in the table.

Table 4.2: Primary and secondary groups

Primary Group	Secondary Group
Small	Large
Long periods of interaction	Short duration or temporary
Intimate, face-to-face	Little intimacy
Depth in relationships	Superficial
Co-operative and friendly	Formal, impersonal

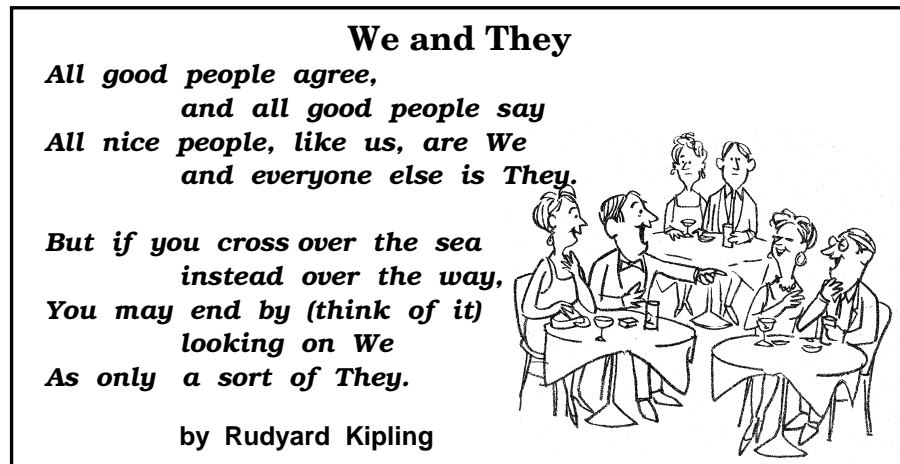
2. Of all these types of groups the the exclusive-inclusive groups and in-out groups are significant: they create a potential for conflicts. Exclusive groups limit membership. For instance, an association of teachers will not admit persons who are not teachers. Exclusiveness often serves a function. Teachers would like to interact with teachers because they can communicate better with each other and they can work together on common problems. One way that the group can maintain the degree of perceived similarity is by excluding non-teachers from the group.

List the exclusive groups of which you or your parents are members. What are the criteria of inclusion. What function does the exclusion serve?

3. Trade unions are a group. Do they serve any function? Are they exclusive? Justify.
4. Describe a situation where exclusive groups have negative consequences.
5. Building societies or housing colonies often make it difficult or impossible for people with certain ethnic characteristics to live in an area. Such housing societies are also trying to maintain a degree of psychologically comfortable similarity among residents. Though these residents may deny it, the restrictions are based on the idea that some people are better or more worth-while than others. Organise a debate in class on: **It is better if housing societies are made up of members from similar backgrounds.**
6. Inclusive groups are those which open their doors to all comers and often openly solicit memberships. Argue that political parties are inclusive groups.
7. Unlike the exclusive groups, inclusive groups do not require special qualifications for membership. Give one other (than the political

party) examples of an inclusive group.

Figure 4.4: *We and They*.



8. A discussion of exclusive groups cannot be complete without a description of in-groups and out-groups. In-groups are sometimes called *we groups* in contrast to out-groups which are the *they groups* (Figure 4.4).

In-groups are characterized by a strong sense of mutual identification. Membership and participation in such groups evoke strong feelings of loyalty. There is a tendency for in-groups to perpetuate themselves and to distance themselves from out-group members. Give an example where out-groups are kept out of certain kinds of jobs.

9. A *reference group* is any group which individuals use as a standard for evaluating themselves and their own behaviour. Which are some of the groups which are reference groups for you? Have your reference groups changed over time? Why?

4.3 The power of the group

Do you think that groups can exert a powerful influence on the behaviour and thinking of the members? How do groups gain the influence they do?

Four aspects of groups which are crucial in this regard are; roles, status,

norms and cohesiveness.

1. Describe the different roles played by you in the groups to which you belong.
2. Which of the roles in the above activity were formally assigned to you? Which did you gradually acquire over time?
3. Roles are a key way in which the group shapes the behaviour and thought of the members. Not all roles are equal with respect to prestige or status. Obviously high status roles are more influential than low status ones. Give an example where an individual plays a high status role in one group, while playing a low status role in another.
4. Norms are another way of influencing the behaviour of group members. Most groups insist on adherence to (strictly following) their norms as a basic requirement for membership. Thus, it is not surprising that members follow these norms closely. One norm you may be familiar with is a dress code. Show how this norm influences the behaviour of a member within any group you know. What consequences would a member face for not following this norm?
5. There is greater cohesiveness in a group in which the members like each other. This is also seen in groups where the shared goals bind the members to remain a part of the group. Would you call any of the groups you belong to as highly cohesive? What do you think makes that group cohesive?
6. In what ways do behaviours differ when there is high or low cohesiveness in groups?

4.3.1 Conformity to authority

Conformity can be defined as a change in a person's behaviour or opinions as a result of real or imagined pressure from a person or group of people.

That people obey others who have authority is not surprising to any of us (see Figure 4.5). [36]

In 1963 Stanley Milgram conducted a *shocking* research, where subjects were told that they were involved in studying the effects of punishment

Figure 4.5: Conformity to authority.



on learning. [1] The experiment is described below. Read the description carefully so that you can discuss the issues raised by it.

Each subject of the experiment met a second subject at the laboratory, who was, in fact, an accomplice of the experimenter. The two subjects then drew lots to see who would be the teacher in the experiment. The drawing of the lots was rigged so that the accomplice was the learner and the real subject, the teacher. A stern experimenter in a technician's coat explained the aim and procedure of the experiment.

The learner (accomplice) was then strapped to a realistic electric chair and the naive subject was taken to an adjoining room. There he/she was shown how to operate a switchboard that was supposed to give shocks to the learner. The switchboard had a series of switches ranging from 15 volts (labelled as slight shock) to 300 volts (intense shock), 360 volts (extreme intensity shock) to 450 volts (XXX). A 45 volt shock was administered to the naive subject as a *sample* to demonstrate that the apparatus worked.

The naive subject (playing the teacher) had to administer shocks of increasing intensity each time the learner failed to answer correctly. Initially, the learner would give correct answers, but make a few mistakes on some trials. These mistakes would result in the learner (accomplice) receiving shocks of increasing intensity. With the fifth shock at 75 volts the learner would begin to moan. At 150 volts he/she would ask to be let out of the experiment. At 180 volts he/she would cry out that she could

not stand the pain, and at a point labelled *extreme shock* (360V), would begin to pound on the walls to be let out of the room. From 300 volts on, the learner refused to provide any answers.

Whenever the teacher expressed reluctance to administer shocks, the experimenter would say, *Please continue*.

1. What percentage of people (randomly chosen businessmen, professionals, white and blue collar workers) do you think would continue to administer shocks to the learner until the end of the experiment (450 volts)? Give reasons for your prediction.
2. List the percentages given by the whole class. Find the mean and mode. Formulae are given in Appendix A.
3. Milgram had asked this question to a sample of 40 psychiatrists. These psychiatrists had predicted that most people would stop participating at 150 volts and only 4% would administer up to 300 volts and not even 1% would go up to 450 volts. However Milgram's results were really shocking. More than 60% of the sample obeyed all the commands and administered up to 450 volts. Not one subject stopped before 300 volts.

How does the psychiatrists' predictions compare with your prediction and the mean and mode of the class? According to you, why were the psychiatrists unable to make correct predictions?

4. Many of the subjects continued to conform to the experimenter's authority even though they were upset and under severe stress. Clearly, the subjects were faced with a moral dilemma. What are the aspects of this dilemma?
5. What are the implications of this research? Can these results explain the horrific behaviour of those people who were *only doing their jobs* during Hitler's period.
6. Give some other instances of conformity. Why do people obey orders? Explain through examples.
7. Milgram interpreted his results as being due to a lack of adequate models of disobedience. Do we need models of disobedience? Justify your stand.

Figure 4.6: Is it ethical to deceive subjects?

Is it ethical to deceive subjects?

In Milgram's experiment, subjects were deceived about the real purpose of the experiment. Many studies resort to deception, as it would be otherwise impossible to get the relevant data. However, these studies are important because they provide information which is difficult to come by.

Debriefing, that is, telling the subjects the real purpose after the experiment is an accepted practice, which is even prescribed by the American Psychological Association. All the same, some psychologists maintain that deception under any circumstance is unethical.

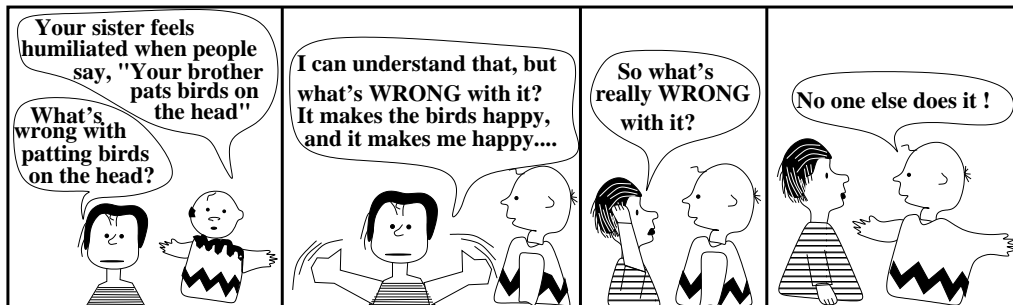
8. What is your stand on the issue presented in Figure 4.6 ?
9. What can be the effects of the disclosure at the end of the experiment, on the self-perception of the subjects?

4.3.2 Conformity with the group

Conformity with the group is very common, and a strong pressure to conform with the group is always present. Most people conform to most norms. Establishments clearly prefer conformists to non-conformists. Non-conformists are often praised by historians long after the act. However, they are not appreciated during the period when they refuse to conform.

1. Is conformity good or would non-conformity be correct? Write a paragraph on what would be your ideology on this.
2. In a traffic situation, non-conformity can lead to death and destruction. Suggest other instances where conformity is good. Also suggest one instance where conformity is incorrect.
3. Imagine the following situation. You are discussing answers to some important questions that are likely to appear in an important exam-

Figure 4.7: The pressure to conform.



ination. Just before the examination you discover that your answer to a question is different from that of another student. Then you find that another student also has an answer that is different from yours, but agrees with the answer of the first student. Describe how you would feel about your answer.

Imagine now, that you meet a third student whose answer agrees with that of the other two. Which answer will you accept as correct, your own or that of three of your friends? Would you think it possible that you are right and all three of your friends are wrong?

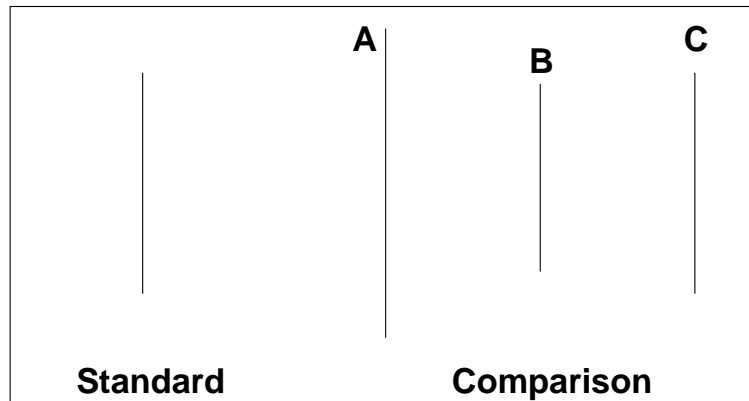
4. In 1951, Asch conducted a classic experiment in social psychology. In this experiment, subjects were asked to respond to simple perceptual problems. In each problem, participants had to say which of the three comparison lines was similar to the given standard line. The lines used in this problem are shown in Figure 4.8. [1]

Several other persons were present during the session: usually between six and eight persons. Unknown to the subject, all the others were accomplices of the experimenter. On twelve of the eighteen problems, the accomplices gave unanimous and incorrect answers. They even gave their answers before the subject did.

What do you think most of the subjects must have done? List the answers given by each member of your class. Which was the most probable answer in your class? How many gave it?

5. Most subjects (76%) went along with the group's false answer at least once. Importantly, total conformity (on all 12 problems) was demonstrated by a very small percentage of students, and almost a quarter of all tested students did not conform even once. Did your guess match in any way with these findings? How does it compare with the

Figure 4.8: Lines used in a perceptual problem.



most frequent guess in your class?

6. People often publicly contradict the evidence of their own senses rather than disagree with other people. Recount instances where you have conformed (agreed) with a group decision or opinion, which was against your own better judgments.

4.3.3 Minority influence

The few individuals or dissenters who refuse to go along with the majority provide a new angle to the group influence.

1. Do you think a minority of people can influence the majority? Give a few examples to illustrate your point.
2. A few non-conformists can often turn the tables on a majority. History of science is full of examples of a small number of persons facing a unanimous and hostile majority and making them change their views. Galileo and Freud are two scientists who succeeded in making their opinions prevail, where once these same opinions were harshly rejected. Name one other scientist of this kind. What was the idea she/ he became famous for? What was the idea that prevailed before?
3. Argue that environmentalists provide a recent example of success by a small group.

4. Some of the conditions which lead to success in minority influence are given below.
 - (a) The minority must be consistent; if it shows signs of yielding, its impact is reduced.
 - (b) The minority must avoid appearing rigid or dogmatic. It should not repeat its position time and again.
 - (c) Single minorities, or minorities that differ only with respect to beliefs and attitudes are more effective in exerting influence than multiple minorities.

Give an example where you think that a minority was unsuccessful in influencing majority opinion. What reasons can you suggest for that?

5. Very often minorities fail to influence the majority even though they are consistent and highly committed. Does the presence of vocal minorities bring about a rethinking of the situation? Explain with an example.

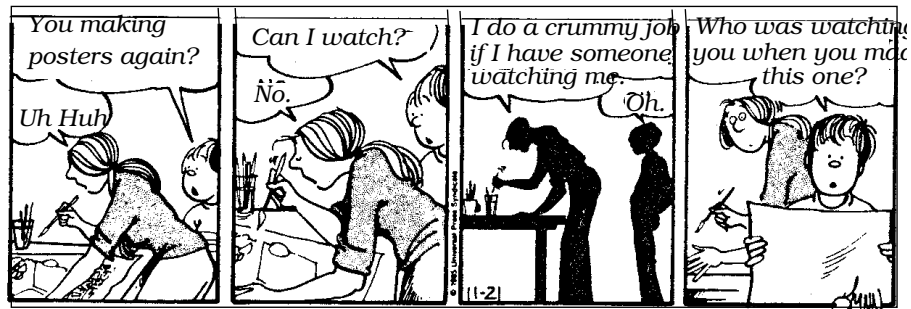
4.3.4 Social facilitation

Some activities are best done alone. However, many tasks are accomplished better along with others or in the presence of others. This section is about how the presence of other people affects performance.

Social facilitation refers to any effect on accomplishing a task which results from the presence of others. Various studies have shown that the mere presence of another person affects task performance either positively or negatively. Social facilitation is related to concerns about self-presentation and about being evaluated. The cartoon in Figure 4.9 shows an instance.

1. Name a task which you perform better when left alone. Also name a task which you prefer to do along with other people. Compare the tasks given by others in the class.
2. Some tasks cannot be performed by one person alone, they require the co-ordinated work of more than one person. Making ready-made

Figure 4.9: Social facilitation.



clothes requires the expertise of the collar-maker, the sleeve-maker, and so on. These individual experts could work individually or in a group. Will working in groups accomplish more per member than when each is working individually? Argue the merits and demerits of both these modes of working.

4.4 Decision making in groups

One of the most important activity of groups is making decisions. Key decisions are generally left to groups: government, large industry, military. Hence, most of the laws, policies, and business practices that affect our daily lives are determined by committees and not by single individuals. Why is this so?

1. One reason for this is that most people believe that groups by pooling the expertise of members and by avoiding extreme action can reach a better decision than an individual can. Is this assumption correct? Explain with an example.
2. In a group when a discussion on some issue begins, members initially present diverse views on the topic. After a period of discussion, however, a decision is reached and consensus achieved. Revisit the example of Asch's study given in item 4 in Section 4.3.2. Do the findings in that study apply here? In what way?
3. A process called **groupthink** emerges when a high level of cohesiveness in the group is coupled with factors such as, the presence of a

strong dynamic leader, emergency conditions or complex decisions. This style of thinking emphasises the concern for maintaining consensus over the need to evaluate all possible courses of action. What effects can *groupthink* have on decision-making?

4. Explain how factors such as a strong and dynamic leader, emergency conditions, or complex decisions lead to *groupthink*.
5. Once groupthink develops in a group, several catastrophic trends follow. These trends increase the pressure on group members to go along with the stated views of the group. These views are further strengthened by the illusion that the group is truly unanimous.
 - (a) First, the group begins to consider itself invulnerable, one which cannot make mistakes.
 - (b) Second, the group not only considers that it is right but also morally superior to all others who are considered to be confused, or worse.
 - (c) Another trend is the indulgence in *collective rationalization*, where the group members discredit or ignore any information which is counter to the group's current views.

Consider the case of a country with hostile neighbours and the capability of nuclear weapons. The nationalistic leader of the country has a group of advisors who suggest a display of power. They argue that this will enhance their country's image. There are other groups in the country which advice caution and diplomacy under these circumstances. However, the advisory team is convinced that they are on the right track and will teach the world a lesson. Do you think that this is a case of *groupthink*? Which of the catastrophic trends does it most closely follow?

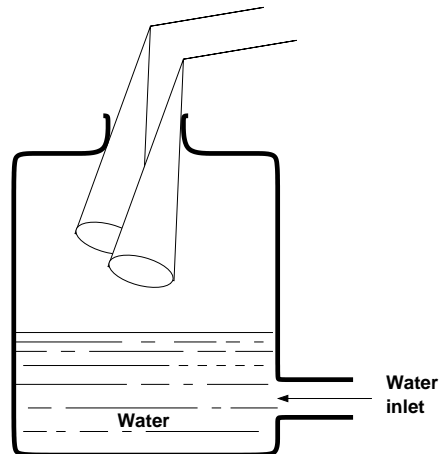
6. Some steps when taken may avoid developing a groupthink. Groups must promote open enquiry and scepticism (doubting and questioning) among its members. Scientific institutions claim to be open to enquiry and skeptical about unproven ideas. Do you think this is true? Explain with an example.
7. *Second chance* meetings are also essential to avoid *groupthink*. In these meetings, members are asked to express their lingering doubts. In what ways would such meetings result in better decisions?

4.5 Collective behaviour

Collective behaviour includes crowds, rumours, fads and fashions, public opinion and mass hysteria. The term *crowd* refers to a collection of individuals who are in close proximity. The collection is temporary and unorganised, but has a common focus. Certain kinds of behaviours that are not appropriate in other settings seem appropriate in a crowd.

1. Where would cheering be an appropriate behaviour? Name a situation where it would be inappropriate.
2. In a crowd, the motive or drive which is being expressed is often strong enough to override the usual social controls. For instance, fear in a crowd turns into panic and can create a stampede, resulting in deaths. Name one other strong drive which can get out of control. Why do you think a feeling like fear or the drive you have suggested gets out of control in a crowd?
3. A classic study of competition was conducted by Alexander Mintz (1951). [30] He presented a glass jar containing a number of paper cones to groups of 15-21 subjects. Each cone could be drawn out of the top of the jar by pulling on a string that was tied to its apex as shown in Figure 4.10. Attempting to remove more than one cone at a time would result in a jam at the neck of the jar. Subjects soon learned that co-operation or taking turns and thereby not getting into people's way was the only way they could get the cones out.
Next, the bottom of the jar was connected to a source of water which gradually filled the bottle. This added stress to the situation. It was now important that the cones be removed before they got wet. Subjects learned to co-operate in this situation too. After this, cash rewards were offered to those who brought out the cone dry. Even subjects who were successful earlier in getting their cones out dry began to experience difficulties. Traffic jams developed at the neck of the bottle. Imagine a panic situation that might arise in a city and compare this experiment to the behaviour of crowds in that situation.
4. In 1895, Gustave LeBon, a journalist with aristocratic sympathies, in his book, *The Crowd*, observed that *a feature of a crowd's behaviour was its collective irresponsibility*. While describing the role played by crowds in the French Revolution, LeBon set forth the view that people

Figure 4.10: Getting out of the jam.



can be dramatically and pathologically (or abnormally) transformed in a crowd. Do you agree with LeBon's observation of crowds? What do you think was the role played by the crowds at the time?

5. LeBon emphasised the *emotional contagion of crowd behaviour*. This means, the behaviour of one person in a crowd arouses similar behaviours in others. This implies that people in a crowd are easily carried away by the spirit of the occasion and tend to do things that they would never do alone. Have you ever experienced being *swept away* in this manner by the feelings of a crowd? Describe the situation.
6. A number of people including LeBon, have emphasised the intellectual inferiority of the crowd. According to them, the *collective mind* can feel but cannot think very effectively. If you had to address a crowd of people, would you give an impassioned (full of feelings) speech or a reasoned argument? Justify.
7. Georg Simmel pointed out that anyone who wanted to affect the masses succeeded by appealing to feelings rather than through theoretical discussions. The intellectual impoverishment of crowds reduces the interaction in large groups to the lowest common denominator — that which everyone can understand. Does this apply to the case of a public debate? Explain.
8. Recollect a situation in which individual members in a crowd determined its behaviour.

9. A political gathering will consist of people who are followers of a certain party. A nationalistic rally will have people who hold similar nationalistic beliefs. Why are some crowds made-up of like-minded people?
10. Like-minded individuals who are drawn to a certain situation are likely to engage in certain kinds of behaviour. They will converge to form a crowd. This is also called the *riff-raff* theory. Give one example of a like-minded crowd and one of a crowd that is not like-minded. Compare the examples given by the class.
11. From all the discussions so far, it would appear that either people are driven to abnormal behaviour by the crowd situation, or that abnormal people get together in a crowd. This makes a crowd seem a negative entity. Argue that this is not necessarily true. Give an example where crowds have achieved a positive goal in an organised way.
12. *Game theory* focuses on the rational and logical elements in crowd behaviour. It explains why people are willing to do things in a crowd that they would never do alone, by suggesting that they find safety in numbers. You have seen that various people have studied the behaviour of crowds. Is this study of academic interest, or does it also have applications?
13. The term **mob** refers to a violent crowd which acts with a specific purpose. One extreme example is lynching (putting an individual to death without trial). One description of mob behaviour runs like this:-
 - It represents a hostile outburst and a collective expression of anger,
 - by a group of people motivated by a sense that something is wrong, and
 - a feeling that something should be done about it.

A different perspective of mobs and riots is that they represent breakdowns in normal social control. You have given several examples of crowds so far. How many of them were mobs? Which of these two perspectives (views) would describe them best.

14. Crowd violence is not always spontaneous. Organizers often spend days to round up a mob. What methods might organizers use to gather a mob?
15. It is debated that violence attributed to mobs is often much less than that inflicted by the authority in controlling the mob. Do you agree with this? Justify with examples.

4.5.1 Chinese whispers: an exercise on rumours

One form of communication in a crowd is rumours: unsubstantiated information from anonymous sources that is spread informally. Rumours are a very interesting phenomenon. They can be true or false. However, their origin and validity is difficult to establish. Rumours thrive in ambiguous situations: when there is a lack of official information. They are often an attempt to make sense of an unclear situation. Rumours change as they are being spread as in the well known telephone game (Figure 4.11).

Here is a fun way to realise how rumours originate. This game will take about 10 minutes. [18]

1. Sit in a semi-circle.
2. Elect a leader. The leader whispers one message to the participant at one end of the semi-circle, and another message (maybe the same) to the participant sitting at the opposite end of the semi-circle.
3. Each participant whispers the message to the person sitting next to her. The message can be whispered only once and cannot be repeated.
4. The last person to receive the message tells it loudly to the class.
5. Compare this message with the original message of the leader.

You may have found that the variations are absurd. This often happens when the number of people is large. A verbal disagreement between a Hindu and a Muslim on personal matters can lead to a rumour which exaggerates and distorts and may even end with one of those involved

in the argument reportedly killed by the other. Rumours may be helped along by vested groups. Conflicts between specific groups are dealt with in the next chapter.

Figure 4.11: How rumours spread.



(Adapted from The Economic Times, Nov. 15, 1998.)

Chapter 5

Interactions between specific groups

In the last chapter we looked at groups, their nature, their formation and their effects on the members. This chapter focuses on *intergroup conflicts* exemplified by inter-racial, inter-religious and inter-sectarian conflicts.

5.1 Prejudice

Prejudice is generally, but not always, a negative attitude towards the members of a group. This attitude is based solely on the fact that they are members of that group. Any attitude has three basic components: affective (feeling), cognitive (belief), and behavioral aspects. You will discuss these in this section.

1. List some prejudices that you are aware of. In the case of the prejudices which you have listed, categorise them as relating to the affective, cognitive or behavioral aspects.
2. Most people when thinking about prejudice emphasise the affective component. Can one have positive prejudices? Name some positive prejudices that you have.

3. Recorded history shows that prejudice has existed long before the present time. What is unclear are the origins of prejudice. Some of the causes identified for the origin of prejudice are:

- competition over scarce resources
- social categorization
- early experience, the role of learning
- stereotypes

The roots of prejudice lie in cognition — that is, the ways in which we notice, store, recall and use information about others. Our capacity to do all these tasks is limited. Hence we use shortcuts and apply *the rules of thumbs* to the task of understanding others. This often results in our placing diverse people in convenient and probably inaccurate categories and jumping to false conclusions. We also tend to rely on existing frameworks rather than trying to adjust these categories and frameworks to the reality. Give examples to illustrate the cases of

- diverse people are placed in convenient categories, accurately, and
- diverse people are placed in convenient categories, inaccurately.

5.1.1 Interpreting pictures

This activity should bring out the stereotyped images participants have of different communities. [18] Four cartoon pictures are presented in Figure 5.1. Form groups with 5-6 members in each. Within each group, discuss the pictures, and jointly write down your responses to the following questions.

- Who is represented in the picture?
- What could the person be saying and to whom? Or, what could the person be thinking about?
- What qualities would you attribute to the person?

A representative from each group presents the descriptions given by the members of the group to the class.

Figure 5.1: Who are they?

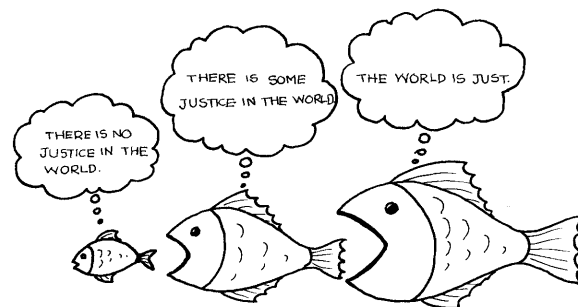


1. All groups would have easily identified the caricatures as belonging to some communities. On what basis were these identifications made?
2. Appearance, dress and symbols play an important role in identification. Elaborate how this relates to the identification of the pictures.
3. Your responses to the questions bring out stereotyped images of the community concerned. Stereotypes are simplified mental pictures which influence incoming information. They refer to generalizations about the characteristics of a group of people. Identify the positive and negative stereotypes which emerged in the activity.
4. Would stereotypes of people be held only by those outside the group, or also by people inside the group? Give examples from your activity to prove your point.
5. What is the source of these stereotypes? Where do you think we get them from. Who is responsible for perpetuating them (making them last forever)? Why do you think this is done?
6. There is a gap between the attitudes you hold to a group and your actual behaviour. For various reasons the negative attitudes are not expressed directly. Why do you not always express negative attitudes openly?
7. Discrimination refers to overt (open) actions which reflect prejudice. At its simplest it involves avoidance: social distance is one way through which you manifest discrimination and prejudice. Give examples of social distance (from less to extreme) among communities.
8. In its extreme forms discrimination involves exclusion from education, jobs and housing. The apartheid system in South Africa is an example of discrimination of one group against another. What did it involve? Give at least two examples each of discrimination practised in India against girls and against certain communities.
9. Prejudice can result from *ethnocentrism*. Ethnocentrism is a tendency to assume that one's culture and way of life are superior to those of all others. The standards of one's own group are used as a measure. Against this measure all other groups inevitably appear inferior, as they do not *measure up*. Argue that *vegetarianism*, *egg-tarianism* or *non-vegetarianism* are merely food habits: that groups

that follow any one food habit are not superior or inferior to others in any way.

10. When things go wrong, finding a solution seems harder and frustrating, finding someone to blame provides an outlet. This *scape-goat theory* of prejudice is supported by research evidence: people who experience temporary frustrations demonstrate intensified prejudice. According to this explanation which group of people should experience higher levels of prejudice; the rich or the poor?
11. Hermann Raushing, a Nazi, once stated: *If the Jew did not exist, we should have to invent him.* What does this statement imply about the state of Germany at the time of World War II?
12. It is interesting to note that our prejudices are more a reflection of ourselves rather than of the group we are prejudiced against. Reflect on the intergroup rivalries in India and relate it to the state of development of Indian society.
13. *Blaming the victim* is a tendency where the victim is often accused of causing the plight she finds herself in. One example of this is *the poor stay poor because they are lazy.* It is most often alleged that a rape victim is at fault for behaving or dressing provocatively. Give two more examples where the victim is blamed.

Figure 5.2: Just world.



From Myers [36]

14. Victims also get blamed on the assumption that the world is a just place and that people get what they rightly deserve (Figure 5.2). The **just world phenomenon** reflects what we teach children — that good is rewarded and the bad punished. From this it is easy to assume that those who succeed must be basically good. Do you think that

blaming the victim is reassuring for people? In what way? Will this lead people into thinking that misfortunes will not befall them?

5.1.2 Black spot

This activity is meant to illustrate that stereotypes are partly true but wholly false: our tendency to see what we want to see and ignore the whole. [18]

Use a plain white chart paper cut into a rectangle of about 10 inches by 12 inches with a black spot about the size of a coin painted in one corner of the rectangle. Hold the rectangle up and show it to your juniors, asking individuals to state what they see. What do you think students will report?

Most students will report that they see a black spot ignoring the white background. A few will report both the background and the spot. This can be linked up to stereotypes and the role that vivid cases play in the same. Just as most people see only the black spot and ignore the white background, so also in the case of stereotypes we over-generalize from a few and do not perceive the whole.

5.2 Biological determinism

Many stratification systems are accompanied by beliefs which state that social inequalities have a biological basis. It has often been argued that biological (or natural) inequalities are the foundation upon which structures of social inequality are built. Link this explanation to the caste system. Theories which hold that social and economic differences between human social groups, such as, races, classes and sexes arise from inherited in-born distinctions argue that:

- Individuals and groups are genetically different,
- these differences can be characterised as superior or inferior characteristics, i.e., they can be ranked according to a scale of social value,
- the placement of individuals in society is based on these characteristics and is just and natural.

- Society in this sense is an accurate reflection of the natural science of Biology.

The argument of biological determinism is an irrational combination of facts and values. It is a biological fact that no two individuals are exactly alike. However, differences between individuals or groups cannot be ranked on a scale of social value. The fallacy is not in the claim that differences between individuals are inherited but in defining these differences in terms of social value.

1. According to Stephen Jay Gould, biological determinism has utility for groups in power and one of its main aims is maintenance of the status-quo. Discuss how this is so.
2. The emphasis on biology has two consequences. Firstly, the social origins of inequality are effectively camouflaged, and secondly, any change in the social structure is ruled out, as genetic endowment cannot change.
3. According to Richard Herrnstein, a believer in meritocracy, life is like a foot-race. In the olden days the aristocrats got a head start and were declared winners. However, now everyone starts together, so that the best may win. In this scheme, social mobility is completely open and fair. In this scenario, Herrnstein feels that revolutions are bound to fail. Justify Herrnstein's stand. How might biological differences be invoked for explaining the groups that win or lose?

Race, caste, sex and class, are elements that are influential in stratifying society. It is interesting to see how these have been used by biological determinists.

5.3 The caste system

Social inequality describes a condition in which members of a society have different amounts of wealth, prestige or power. All human societies from the simplest to the most complex have some form of social inequality. History shows that nowhere in the world has there existed a society totally free of any form of social inequality.

Social stratification is a form of ranking of groups in terms of the amount of power, prestige and wealth their members possess. This hierarchy of groups perpetuates the inequality from one generation to the next. The caste system is one sort of social stratification, dividing society into various groups on the basis of occupation, customs, marriage restrictions. It is characterised by:

- Segmental division of society (Different castes are small and complete worlds in themselves. Castes are groups where the membership is determined at birth)
- Hierarchy (some type of superiority-inferiority vis-a-vis other castes)
- Restrictions on feeding and social interactions
- Civil and religious privileges and disabilities (list some privileges and disabilities)
- Lack of choice of occupation (determined at birth)
- Restrictions in choice at marriage

1. Is it necessary that some members of a society receive greater rewards (power, prestige, wealth) than others? Justify.
2. Historically the Hindu caste system might have served certain useful functions, though it is inconsistent with the present democratic set-up today. List the possible positive features of the caste system in historical times.
3. The four orders (four major divisions) of the Hindu caste system are also known as the four *varnas*: Brahmins, Kshatriya, Vaishyas and Shudras. *Varna* means colour, and in the *Rigveda* fair coloured (Arya varna) and dark coloured or (Dasa varna) were the terms used for segregation on the basis of race. Later the colour associations became strong and became assigned to the four castes. Was there a suggestion as to which colour was superior? Does this superiority of colour still exist in our country? What is the rationale given for the preference of a certain colour of skin? Can beauty be associated with colour of skin, eyes, hair, features. Discuss this in the light of the quote, *beauty is in the eye of the beholder*.

4. The Rigveda stresses the difference between the Arya and the Dasa, in colour, speech, religious practices and physical features. The four orders of society were also referred to as emanating from the sacrifice of the *Primeval Being*. The Brahmins, Kshatriya, Vaishyas and the Shudras are said to have come respectively from the mouth, the arms, the thighs and the feet of the creator. Discuss how these origins indicate inequality.
5. Experience has shown that often caste loyalty is stronger than loyalty to the nation or even humanity in general. Suggest possible reasons for this.
6. Casteism, more often than not, turns out to be an overriding, blind and strong group-loyalty that ignores the healthy, social standards of justice, equity etc. The problem of casteism is not restricted to any particular religion or community. Are urban areas as vulnerable to the ill-effects of casteism as rural areas? Justify.
7. Adult franchise, as it exists today, means that a great many votes may be cast on the basis of caste. India has witnessed a number of clashes due to caste conflicts. Name some important measures initiated by the government to reduce the problems arising out of casteism. Ask your parents and grandparents whether there were instances when they had to disclose their caste for purposes such as obtaining ration cards, job applications, land acquisitions, etc. Find out what prevails today.
8. Discuss reservation of seats in educational institutions and jobs as an effort at alleviating the deprivations of centuries. In your discussion, answer the following questions.
 - (a) Who benefits from these reservations?
 - (b) What programmes are needed to ensure that reservations benefit those who need it most?
 - (c) Do such programmes exist? If yes, have they succeeded? If not, what prevents them from being started?
 - (d) What role do time limits on such programmes play?

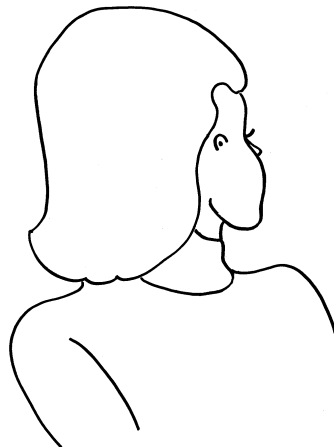
In this context explain the resentment of these reservations.

5.3.1 Selective perception

This activity is an exercise in selective perception that shows how your perception is coloured by your past experiences. [18] This should also help you experience the conflict that arises out of a situation when each of you sees things only from your own point of view.

This activity should be carried out with a group of people who have not earlier seen either of the pictures in Appendix D. Half of this group is first shown the picture in Figure D.1 in Appendix D, while the rest are shown the picture in Figure D.2 in Appendix D. Figure 5.3 is then shown to the whole group. Each member has to state what is seen in the picture in Figure 5.3.

Figure 5.3: What do you see in the picture?



1. Note down what each person sees in Figure 5.3. Are they all the same?
2. Were there sharp disagreements about what was seen? Is it possible that in a similar, but more serious situation, you might even refuse to listen to another point of view?
3. Why do individuals in the class sharply disagree about what they are seeing?
4. Is it possible that all the individuals involved are correct in their interpretation? Would they also be perceiving the situation from their own point of view or coloured glasses?

5. Link what you have discovered through this activity to your experiences which colour your interactions with people.

In real life such instances occur often and they colour not only relations between individuals, but between groups as well. When you perceive things only from your point of view you lead the way for conflicts to occur.

6. What do you think is the best way to deal with a situation in which people disagree?

5.4 The social classes

A class system is a social ranking based primarily on economic positions and results in power differences among groups. Social classes depict social inequality in a fashion analogous to castes. The caste and class systems are different in terms of flexibility and mobility. While you are born in a caste or a class, you can change your class but not your caste easily. In other words social class can be achieved but caste is ascribed.

1. Classes are determined by people's rankings on income, education, and occupation. The more income and education you have, the higher the prestige accorded to your work, the higher your social class. Conversely, the lower your income and education, the lower your social class. At present there exists a wide gap between the income of lower and upper classes which often leads to class tensions between the two groups. One example is the common occurrence of clashes between the labour and the employers. Give another example.
2. For the sake of convenience social scientists often speak of three classes. The *upper class* whose large income is mainly from property. The *middle class* or the non-propertied professionals and white-collar workers who are dependent on their jobs for their income. The *lower class* comprise manual workers. Of these three classes which class consists of the largest number of people in India? What do you think may be the case in the USA? Give reasons for your answer.
3. Poverty and richness are relative terms. They are relative to the scale of living in a given group. Thus the condition of others in the same

group serves as an indicator to one's own state of richness or poverty. Can one be relatively rich yet absolutely poor? How is poverty of a country measured? What is the poverty line?

4. List all the possible causes of poverty.
5. Why does poverty exist even in the wealthiest of countries? According to the sociologist Gans (1972) the poor perform various functions for the society at low costs, such as, do dirty work, create jobs for others such as social workers and welfare officers, consume what others will not and generally bear the cost of social change. Would you agree with this? List some other functions performed by the poor. Considering that the poor have a role in society, is it in the society's interest to maintain poverty? Explain your answer.
6. Max Weber related class to people's *life chances*, that is, opportunities to provide themselves with material goods, positive living conditions and favorable life experiences. Life chances are reflected in such measures as housing, education and health. The poor thus lose out on all fronts. Would you then conclude that money buys happiness? Argue your case.
7. Women are twice as likely as men to have incomes below the poverty line (Figure 5.4). Discuss the aspect of feminization of poverty.
8. The theory that *we live in a society that rewards intrinsic merit* does not match common observation. Parents do pass on their social power to children and thus the children of poor parents face several handicaps. In what ways does this happen?
9. People from a certain club (or special public schools, institutions) get admission into higher echelons (layers) of society. This is termed the *the school tie syndrome*. Contrast the *school tie syndrome* with that of the *self-made person*.
10. You have discussed the term *blaming the victim* in Section 5.1.1, item 13. Explain how poverty is justified by blaming the poor rather than by examining the social and economic factors.
11. Suppose the government were to guarantee a job for anyone who needs one. Argue whether this would or would not alleviate poverty.

Figure 5.4: Feminization of poverty.



Adapted from *Samaj Kalyan*, May 1997.

5.5 Gender

Men and women are physically different. However, the roles which men and women are expected to play are defined according to society's concept of masculinity and femininity (gender). Thus many differences between men and women are not due to sex but are a result of gender. People rarely question their gender roles assuming that what is considered masculine and feminine stem from universal and innate characteristics.

5.5.1 Male and female traits

This activity will make you aware of your stereotypes regarding male and female role expectations, and will thereby illustrate one kind of stereotypical thinking. [18]

Table 5.1 lists some trait descriptors. Your task is to read each descriptor and to judge whether the trait applies more to MALES than FEMALES or vice-versa. If you think it applies equally to both, then write BOTH. Fill the column related to *your choice* in Table 5.1 (column 3).

Table 5.1: Human traits.

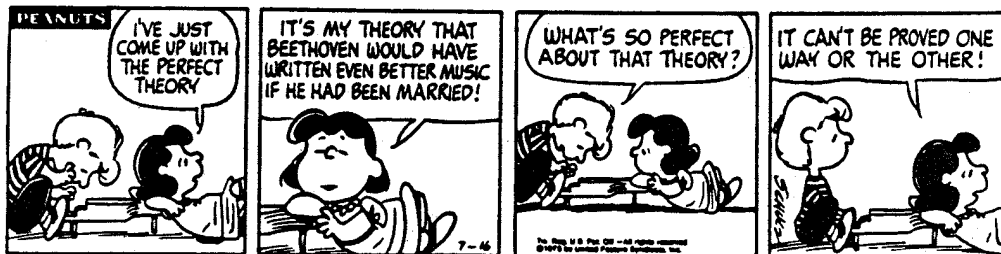
Are you male or female (circle one) M/ F		Your age:			
	Trait	Your choice M/F/Both	Class choice, no. in		
			Male	Female	Both
1.	Aggressive				
2.	Crude				
3.	Patient				
4.	Generous				
5.	Jealous				
6.	Unforgiving				
7.	Courageous				
8.	Punctual				
9.	Petty				
10.	Intelligent				
11.	Sensitive				
12.	Logical				
13.	Career-minded				
14.	Gossipy				
15.	Quarrelsome				
16.	Emotional				
17.	Bragging				
18.	Loud				
19.	Dependent				

After the above form is filled by each individual in the class, it is necessary to find out how many participants have attributed each trait to male, female or both. You can fill the remaining column in Table 5.1 by a show of hands by the participants.

1. Study the table filled with your responses and discuss the following issues.
 - (a) Which are the traits attributed more to males?
 - (b) Which are the traits attributed more to females?
 - (c) Which are the traits attributed more to both?
 - (d) Where do you think such ideas come from?
 - (e) How far do you think these ideas are true and really reflect how men and women are?

- (f) Do you think that you would get similar ideas if the task was conducted with a different group in India? What would be the responses for a group in another country? Pick a trait and give an example of where it might be judged differently.
 - (g) Do your ideas about people determine the way you behave and the way you expect others to behave?
 - (h) Do such stereotyping have negative or positive functions? Give an example.
 - (i) How would you react if you came across an individual who was not conforming to role expectations?
 - (j) List a few concrete ways in which the family, media or society reinforces these stereotypes?
2. For most people the assumptions that the current division of labour in society is a result of the underlying biological reasons is extraordinarily convenient. Structural-functional theorists suggest that men and women perform different roles because this division is useful to society. Explain how this division benefits society.
 3. According to the biological deterministic point of view, for women to work outside the home is a mistake and bad for the economy, which must then provide and pay for welfare services which would otherwise be supplied by women's unpaid labour. The gender division is not only biological, according to this view it is also functional. Counter this argument.
 4. Another deterministic argument is that the society in its present state (mostly patriarchal) is the best. Socio-biology is a *science* which claims that if a phenomenon exists it must be adaptively advantageous and determined by the genes. So, even if at present you doubt that patriarchy is the best form of society, it must have been the best form at some time. Thus social divisions of labour became genetically fixed with time. Argue that this explanation is scientifically useless. Include criteria like *it does not add new dimensions to our understanding*, or *provides a just-so kind of story which is unprovable* (Figure 5.5).
 5. Conflict theorists suggest that men and women assume different roles because they command different amounts of power in society, rather than because of different abilities. The division of labour between men and women is such that, within productive labour,

Figure 5.5: An unprovable theory.



From Baron and Byrne [1]

- men tend to predominate in the more powerful and better paid, more dominant jobs, while
- women are more in the less powerful, more poorly paid and more subordinate ones.

One whole category of work, *caring work*, is assigned exclusively to women. State what tasks and jobs can be termed *caring work*.

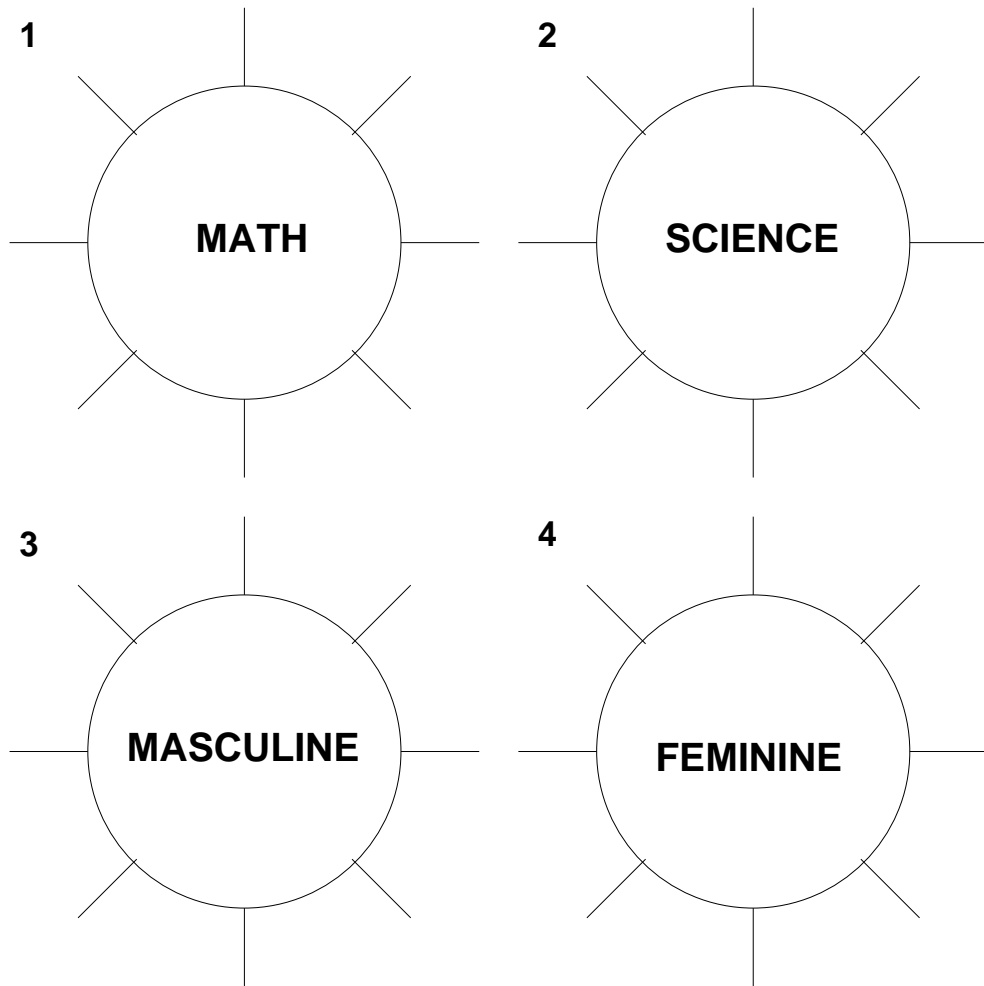
6. In the nineteenth century much was made of the fact that the female brain weighed less than the male one. Paul Broca is acclaimed as a great scientist for the discovery of the speech region in the brain named after him. He, like the others before him used the absolute weight of the brain. Note that the weight of the elephant brain is much larger than that of human brain. Broca did not make the necessary corrections in the case of women's brain weights, though the logic for this was known to him, as well as used by him in other instances. What should brain weight be expressed in relation to, in order to make sense?

5.5.2 Word wheels

This activity explores your perceptions of math and science using the game of **word wheels**. [12] This word association game is a way of talking about perceptions of science and mathematics, scientists and gender stereotypes that go with them.

You are each given word wheels 1 and 2 of Figure 5.6. Write down on the spokes of each wheel the first feeling words that come to your mind. You then repeat the exercise with word wheels 3 and 4.

Figure 5.6: Word wheels.



On a separate sheet of paper write all the words written by all the participants. Count the number of times each word appears in the list. On the basis of the responses, discuss the following.

1. Which words appeared more than once? Explain its repeated occurrence.
2. What patterns can be seen in the kinds of words used?
3. Mark the words that have contradictory meanings. Why does the entire class not agree on all the words?
4. Do the words give a clue about who you think is better at math and science?
5. What impact might such perceptions have on your lives?

5.5.3 Gender disparity in development

Development refers not just to economic growth but also has social and political dimensions. Gender remains a controversial issue even while assessing the social development of a country.

1. Economic development assumes that in a society both men and women benefit equally from economic progress and the benefits of wealth are distributed equally regardless of sex. From 1970 to 1985, the number of literate adults in India rose from 46% to 60%. However, the number of women illiterates increased by 54 million, as compared to male illiterates which increased by 4 million.
Use this data to argue that in reality women have never achieved parity. Not only do women not benefit automatically but may fall further behind.
2. Official definitions of what constitutes work fails to capture a large share of women's labour. Work that does not produce cash directly is undervalued. Give some examples of such labour. Argue that women's work brings real economic and social benefits to the family and group.

3. In India, women continue to fall behind men in all the paradigms (areas) of human development, be it education, health or nutrition. In many states, boys continue to receive better food and health care than their sisters. Infant mortality is higher among girls up to the age of five. The sex ratio in India (number of women per thousand men) has been on the decline since the beginning of this century (929/1000 in 1991) (972/1000 in 1901).

Nobel laureate economist, Amartya Sen's theoretical work on inequality has focused the world's attention on this issue. It shows that all commonly accepted measures of inequality involve hidden, sometimes surprising, value judgments. It was Sen who, for the first time, pointed out that some 100 million women were *missing* most of them in India and China, killed, as it were, by discrimination.

Would you say that such gender discrimination is specific to area (urban/ rural) or community? Give examples to support your answer.

5.6 Race

The concept of race as a biological entity is very fuzzy. Anthropologists have offered various definitions of race, yet there is no agreement on the validity of the definition and the identification of the human races. The definitions have ranged all the way from denial that race exists at all, to the extent of defining race on purely morphological (external structure) grounds. For a majority of anthropologists who recognize the division of human beings into races, the number of races varies from three to hundreds. Finally, once the definition is settled, there is little more that the anthropologist can do, besides listing the various races.

Sociologically the idea of race is important only when it is a basis for social distinctions. At present we have not made distinctions between the tall race and the short race though height is genetically transmitted. According to Jacques Barzun ,

... the urge to divide mankind into fixed types and races is evidently endless. Each attempt only illustrates anew how race groupings have been shaped not by nature but by the mode

of thought or the stage of mechanical efficiency that mankind valued at the moment.”

1. Montagu and Brace felt that the assumption of humanity being naturally divided into three or four or any number of clearly delimited groups was taken as axiomatic. This formed the basis for any classification. Linnaeus, in fact, decided that there were four human races not through experience but because traditionally there were four quarters of the world. What does this say about the fuzziness in defining race?
2. In 1775, Blumenbach distinguished people by their colour, into Caucasians (white), Mongolians (yellow), Malayans (brown), Ethiopians (black) and Americans (red). However, skin colour by itself was found to be inaccurate, because of the large heterogeneity within a race. Thus more characteristics had to be added, such as hair texture, skull shape, etc. But it was difficult to decide in what order these characteristics should be considered. Anthropology proved incapable of answering these questions. Where would people have looked for these answers?
3. In the twentieth century, advances in genetics revolutionized the race issue. Groups of individuals were no longer differentiated on the basis of their observable characteristics, but rather according to the content of their genetic heritage. It is now recognized that there are no pure races, as cross breeding occurs frequently in all the races.
Of all human variation, where it has been possible to count up the frequencies of the different forms of genes, 85% of all variance is between individuals within the same local population, 8% is between groups within a major race, and the remaining 7% is between major races. On the basis of these facts, write a page each explaining the following statements.
 - (a) You are likely to find more genetic variations between two Indians than between an Indian and a non-Indian.
 - (b) If every one on the Earth was to become extinct except for a remote tribe somewhere, about 85% of human variability would be preserved.
4. According to geneticists, in the case of the human species, the term *race* does not correspond to any objectively definable entity. How-

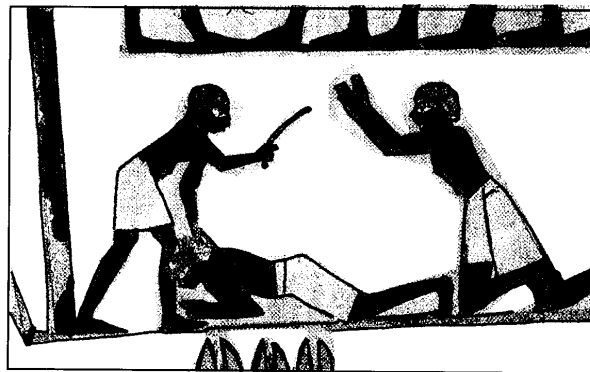
ever, this change in academic views has not brought about a change in the views of lay people. With all these evidences supporting the similarity of races, what reasons would you suggest for people's resistance to changing their views about race?

5. Though the term *race* may have no biological reality, it is socially significant. The sociological definition of race involves the perception of the individual or group as a member of a race as well as the perception of others. It could be stated as, "*Race is a population which shares visible physical characteristics and which thinks of itself, or is thought of by others as distinct.*" What race do you belong to? How do you know?

5.6.1 Slavery

Slavery is one of the most extreme forms of social inequality for an individual or group. It is distinguished from other forms of inequality by the fact that enslaved individuals are owned by others and treated as property.

Figure 5.7: Slavery in ancient Egypt.



Adapted from *Grolier Encyclopedia* [9]

1. In ancient Greece slaves were the captives of war and piracy, and the slave status could be inherited by the succeeding generations. How are prisoners of war treated today?
2. Name some famous slaves in history who not only won their own freedom, but also liberated their people.

Figure 5.8: Slavery in America.

NEGROES FOR SALE.

I will sell by Public Auction, on Tuesday of next Court, being the 29th of November, *Eight Valuable Family Servants*, consisting of one Negro Man, a first-rate field hand, one No. 1 Boy, 17 years of age, a trusty house servant, one excellent Cook, one House-Maid, and one Seamstress. The balance are under 12 years of age. They are sold for no fault, but in consequence of my going to reside North. Also a quantity of Household and Kitchen Furniture, Stable Lot, &c. Terms accommodating, and made known on day of sale.

Jacob August.

P. J. TURNBULL, Auctioneer.

Warrenton, October 28, 1859.

Printed at the News office, Warrenton, North Carolina.

From Coser et al [28]

3. The American version of slavery was essentially a system of ethnic domination fueled by economic reasons (Figure 5.8). [28] The cultivation of tobacco, rice and cotton demanded a large labour force which was provided by the powerless imported blacks. The northern Europeans settled in the southern states of America seized the opportunity to exploit the blacks. How was slavery justified in a land which at that time held that *all men are equal*?
4. Wherever slavery exists it requires extreme coercion on the part of the slave owners. Why is coercion needed? For example, the 1882 slave revolt in Charleston, South Carolina which was crushed involved 9000 blacks. Imagine the resources that must have been utilised for the repressive act. What does this tell you about the slaves' feelings towards their servitude? Would you accept explanations *that slavery was a negotiated accommodation between slaves and slave-owners*? Explain your stand in about a paragraph.

5. The 1948 Universal Declaration of Human Rights binding on all the member states of the UN holds, “**No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.**” Do you think that slavery in all forms has been abolished from the world? Relate slavery to bonded labour, child labour and prostitution.
6. What are the forms of slavery that are practised in the developed countries? In Europe, guest workers and maids are employed by masters who hold their passports and subject them to degrading working conditions and threaten them with deportation. Illegal immigrants in the US are often forced to labour for years under sub-human conditions to pay off debts to those who smuggled them in. Is it possible to eradicate slavery of all kinds as desired by the Universal Declaration of Human Rights? Discuss the steps in the right direction.
7. Women have traditionally been considered the *property* of fathers, brothers, husbands or sons. Discuss the situation today in India. Collect information about the status of women in different States and put up a poster exhibition of *Women in India*.

5.7 Ethnic groups

Ethnic groups are groups of people who share a sense of common identity. Thus any group defined or set off by race, religion, language, national origin or any other category is an ethnic group. People from all ethnic groups see their own culture as the best and most enlightened. This is *ethnocentrism*, as cited in Section 5.1.1, item 9, the tendency to judge the norms and values of one's own culture as absolute and to use them as a standard to judge all other cultures.

1. A numerical minority is a group that makes up less than half of some larger population. However a numerical minority is not a minority in the sociological sense. When sociologists define a minority group they are primarily concerned with the economic and political powerlessness of that group. A minority group is a subordinate group whose members have significantly less control or power over their

own lives than what the members of the dominant or majority group have over theirs. Debate the issue: **There is no group in India which is a minority.**

2. An important aspect of the relationship between the dominant group and the subordinate group is the ability of the dominant or majority group to define a society's values. Explain this aspect in the context of the Indian situation. You may explain by choosing a particular State.
3. *The self-fulfilling prophecy* states that false definitions become accurate in certain situations. Stereotypes about a group having certain characteristics may result in the group beginning to display the same traits. The self-fulfilling prophecy can be devastating for minority group members.

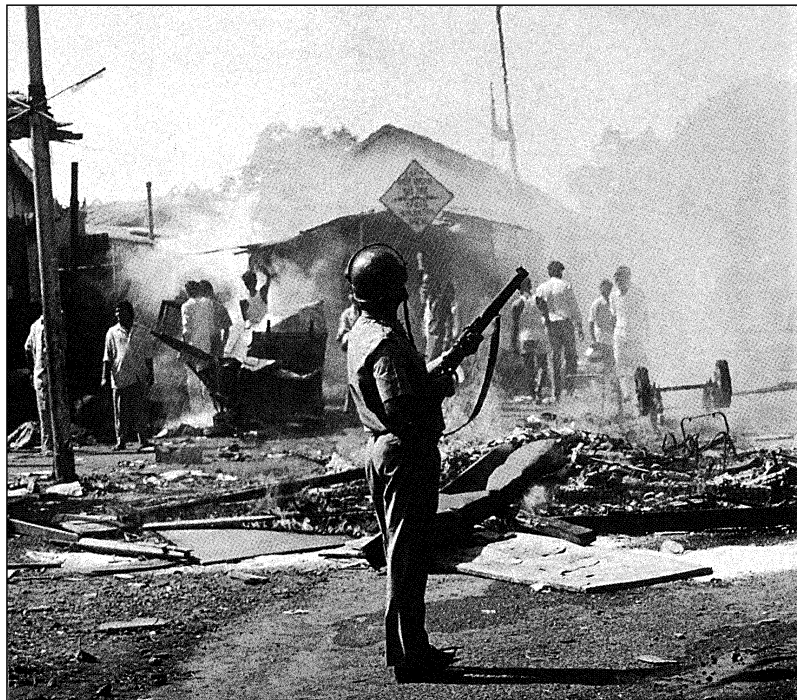
The dominant group rationalizes that the members of the minority lack ability. Training and job opportunities are denied to the minority group members. The minority group members are allowed to hold only low paying jobs with little prestige and opportunities for advancement. The false definition becomes real with the minority becoming inferior as defined earlier.

Out of the frustration of being trapped in this vicious circle, talented minority group members may turn to entertainment and the sports world to attain fame and wealth. This very success may convince the dominant group that its original stereotypes are valid and that these are the only areas in which minorities can excel. Give example of minority groups in the US and India who have excelled in the areas mentioned.

4. Violence in ethnic relations is common (Figure 5.9). Almost any country having more than one ethnic group has had to deal with ethnic clashes. Generally the countries manage to alternate between periods of conflict and co-operation. List a few countries, some with democratic systems of government and some without where such conflicts exist.

The effects of prejudice and discrimination are far-reaching. The harm done to an individual who despite her capabilities is unemployed is often visible. However, the psychological damage suffered by such an individual, as well as the negative effects of such actions on the society as a

Figure 5.9: Riots in Mumbai, January 1993.



Adapted from *India Today*, August 17, 1998

whole, are not obvious. First of all, the society is wasting talent that it can ill afford. Secondly, the allegiance of minority members to a government which allows them to be discriminated against is weakened. This could become a source of unrest and violence besides weakening the country. The next chapter will talk about conflicts between nations.

Chapter 6

War: a magnified conflict

Wars are conflicts between political groups. However, the term *war* cannot be used for all such conflicts. Armed conflicts between groups sufficiently equal in power are termed *wars*. When there is an armed conflict between a state and its internal groups, these are called *rebellions* or *insurrections*.

1. Give an example of an insurrection or rebellion in India or in any part of the world.
2. Naxalites are a group of people in India who use violent means to oppose the State. Would you call this a war?
3. If a resistance from smaller groups is strong and protracted (runs over many decades), it may be called a war. Would you term the conflict between the Sri Lankan government and the Liberation Tamil Tigers Eelam (LTTE) a war?
4. Give an example of a recent civil war and justify why you would call it a war.
5. Some of the major armed conflicts and the countries involved in them are given in Table 6.1. [48] Mark the countries at war in red and the those having internal conflict in green on a map of the world (given in Appendix B). Are there countries falling in both categories? Show them differently.
6. Do you see any pattern in the location of countries at war after 1960?

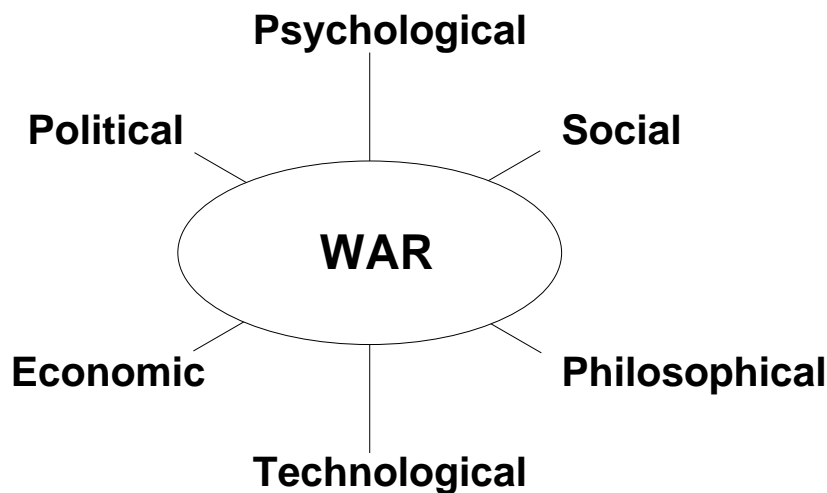
Table 6.1: Countries at war.

Countries at War		Internal Conflicts	
Names	Year	Place	Year
India-Pakistan, Bangladesh	1971	Kurds in Iraq	1991
Arab-Israel	1973	Somalia civil war	1988-94
Vietnam, USA	1961-75	Nagas in India	1967-70
Vietnam-China	1979	N.Ireland in UK	1968-
Iran-Iraq	1980	Bosnia ethnic cleansing	1992-
UK-Argentina	1982	Cambodia: Khmer Rouge	1975-79
Iraq-Kuwait, USA	1991	Tibet in China	1955-

6.1 Why wars?

War is a complex social phenomenon that cannot be explained by any single factor or through a single approach. Hence, the analysis of war often involves many approaches. This is shown in Figure 6.1.

Figure 6.1: Many approaches to analysis of wars.



6.1.1 Food insecurity

1. You have probably wondered why wars happen. List the possible causes of wars. Consolidate the lists from the whole class.

2. Did your list include fear of food shortage as a possible cause of war? Do you think it should? Justify.
3. Consider a period of 200 years before the industrial revolution. These societies had a history of expectable and unpredictable natural disasters like, flood, drought and locust infestation of crops. How would you compare the number of wars in the 200 years before industrial revolution with the number of wars at the present time? Make a guess about the pre-industrial period.
4. Could chronic food shortage have been the cause of wars during the pre-industrial era? It appears that people go to war in an attempt to cushion the impact of disasters, which are expected, but uncontrollable. Consistent with this view is the fact that the victors in wars always took land or other resources from the defeated. It is seen that pre-industrial societies had a greater frequency of wars than all subsequent eras.

In the modern complex and politically centralized societies with their arsenal of destruction, the frequency of war is not greater than in pre-industrial simpler societies. How would you explain this fact?

6.1.2 Human aggression

Ethologists study animal behaviour. Drawing analogies from animal behaviour, ethologists have developed theories of war which suggest that wars arise from innate qualities of humans. Aggression between members of a species (intra-specific) is frequently observed in animals. According to Konrad Lorenz (as discussed in Chapter 3, Section 3.1.1) aggression should not be viewed as a purely negative force. [31] That it has continued to exist suggests that it serves some functions.

1. According to Lorenz, the major conflicts leading to aggression among animals, including the human animal, concern access of males to females and control of territory. Give examples of aggression among animals that may substantiate Lorenz's stand.
2. Will there be problems in extrapolating from animal to human behaviour? What are the problems that may occur?

Figure 6.2: An aggressive ape.



3. Aggression among animals is often detected as symbolic behaviour such as signals and grimaces as shown in Figure 6.2. This could be an imprecise measure of aggression. Show with an example that among humans, aggression cannot be detected by signals and grimaces alone.
4. You have suggested some examples of aggressive animal behaviour. Most of these possibly took place in your vicinity, in zoos, or you may have read about experiments. Based on several examples of this kind, can you conclude about human aggressive behaviour? If you made a guess about human behaviour based on a small number of examples, what effect can a detailed study of millions of other animals have on your guess?

Observed animal behaviour can be a source of inspiration for hypotheses but these must then be checked through the study of actual human behaviour. This is often not done and gives rise to another problem with stretching arguments.

5. An interesting area studied by ethologists is the effects of overcrowding on animals. These studies suggest that normal behaviour patterns break down, and aggressive behaviour becomes prominent under such conditions. Give a situation where this argument has been used to explain aggressive human behaviour.

6. Studies concerning the *territorial imperative* in animals suggest that aggression is essential for demarcation and defense of a fixed area of feeding and breeding. However, aggression within animal species, even predatory species like the hawk or wolves, armed with dangerous weapons in beaks, teeth or claws hardly ever results in deaths or serious injury. How would you explain this?
7. Most species have a defense against aggression in the form of *specific inhibitors*. The specific inhibitor often consists of behaviour which has the effect of turning aggression away. One such inhibitor is the conversion of aggression into ritualized play-fighting. Another inhibiting behaviour is the display of submission. When two dogs fight, you will notice that, after a while one submits to the other by lying down and exposing the neck. The victor can then kill with one bite, but strangely enough, refrains from doing so. The submissive behaviour is an inhibitor which checks the aggression and prevents fatalities.

Do people exhibit such inhibiting actions? Give examples.

8. Human aggression often leads to deaths and injury. Can people be trained to show submissive behaviour and recognize these in others?
9. There is evidence to suggest that causes of war are social not biological. This is shown by the fact that some cultures such as the Eskimos and the Todas of Southern India, have never gone to war. Would you consider these cases as mere exceptions to the rule that war is innate to humans? On the other hand, would you look for conditions that make these social groups different?

Marvin Harris states that, "... *warfare as we know it in the modern world cannot be attributed to any inevitable component of nature and culture. While the capacity for aggression is universal, the conditions for bringing whole groups into total mutual hostility are not.*"

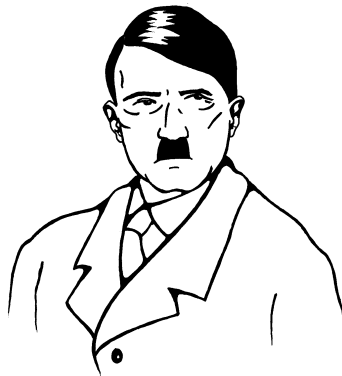
6.1.3 Social explanations

There are various social theories of war. Note, however, that none of the theories provide a complete and comprehensive explanation. Each explanation sheds light on some aspect of warfare.

Before the ideas of democracy and universal voting rights became common in many countries, the *liberal* political philosophy claimed that war could be eliminated by giving people the right to elect their governments. According to this theory, wars are waged by governments against the wishes of peacefully inclined people. Hence, if people get the right to elect governments of their choice they will vote trigger-happy governments out of office.

1. There are many instances today of universal suffrage and democratically elected governments. Would you consider the *liberal* explanation a correct one? Justify your answer with one or more examples. Discuss in class.
2. The *great man* theory of history maintains that individual decision makers play a key role in the creation of war. Historically, individual decisions have made the difference between war and peace. For example proponents of this theory may say that, “*If Hitler had not been born there would not have been a World War II.*” Is there any way to prove or disprove this claim?

Figure 6.3: Hitler



3. Argue that certain social conditions must be present before any war is possible.

Militarism

Militarism, that is, excessive control resting with the military is considered a cause of war.

1. Can you think of instances where wars have resulted from the coming to power of a military regime?
2. One of the two facets of the *militarism* explanation is the glorification of war. The likelihood of wars occurring increases when a society views wars as a heroic show of strength or when individuals view wars as the path to fame and fortune.

Give instances that show the role of the media in portraying war. Contrast the portrayal of the country to which the media supports and its soldiers with the portrayal of the other country (or countries) involved.

3. The second facet of militarism is a strong belief in the need for defense. This leads to advocating an enormous military budget. Besides, the country is kept in state of preparation for war.

Argue that the line between defense and aggression is fuzzy.

4. Organise a debate on the topic: **The chances of international conflict increase if nations are always prepared for war.**

Nationalism

Nationalism, like patriotism, is a sense of identification with and devotion to one's nation. The idea of *nationalism* can be used as a slogan for different purposes. In the past, petty feudal kingdoms were conquered by a dominant kingdom. Once under a dominant king, a sense of nationalism prevented further wars by unifying the smaller kingdoms into a larger more stable unit. The great emperor Ashoka was one such king under whom the Maurya Empire extended up to Bay of Bengal in the East, Nellore in the South, Kabul river in the West and Tibet in the North. While the kingdom stayed united under him, it split during the reigns of later kings.

On the other hand, nationalistic ideals motivated colonialism and imperialism. The French, British, Dutch and the Portuguese were on *nationalistic* missions in India: they seized different regions for trade and other benefits for their country. This, in turn, led to conflicts among them and with the local kingdoms. Nationalism, in terms of *self-determination*, has also been the slogan of anti-colonial movements.

1. In recent times all political parties in India use the **swadeshi** slogan in different ways. Would you say that they are all *nationalistic*? Do you think this will serve to prevent conflicts? Explain your stand.
2. A certain set of countries in a continent who have a shared history would like to form a unit called **NAESA**. It is intended that this would give them a greater economic mileage and bargaining power with the rest of the world. This should also reduce conflicts in the region. However, some countries in the region want to opt out. What reasons do you think these countries may have for opting out of a union? Would nationalism figure in any of their reasons?
3. Consider a country called **BULLY** which is very powerful. Its military spending and arsenal is supported by nationalistic feelings among its citizens, the **bullies**. The country feels that it can and should prevent conflicts in the world through its military might. Is this a case of *nationalism* used for preventing conflicts? In practice, does this succeed in achieving its goals? How does this interfere with the nationalistic goals of other countries?
4. There is at least one more problem with the principle of nationalism that is not discussed yet. In no historical case does one find all members of a nation gathered within the state's boundaries. Some of its citizens may have emigrated to other countries, while some *foreigners* may be immigrants within the country. The policy of a government that is inspired by nationalism may be aimed at one of two things: the assimilation of minorities living within the nation, or reuniting the members of the nation living outside its boundaries.

Discuss what conflicts may arise when a country tries to assimilate (bring under one roof) its minorities. Take into consideration the point of view of one or more sets of minorities as well as the majority population.

Figure 6.4: The splintering of Yugoslavia.



5. What problems can a country create for other countries by trying to reunite its members living outside its boundaries? In what ways will this oppose the assimilation process within those countries?
6. National groups that do not feel in control of a state may be dissatisfied with its regime. They may claim self-determination in the form of a separate state (Figure 6.4 [36]). Give a recent example of a situation in which a country split on these grounds.

Socioeconomic explanations

The *socialist* explanation attributes war to the class structure of society. According to Karl Marx, the capitalist state is driven by the constantly growing need for raw materials, markets and supplies of cheap labour. hence, in its international relations, it engages in wars. In this explanation, the only way to avoid war is to remove its basic cause, and replace capitalism with socialism.

1. Does this theory explain the wars of liberation fought against social-

ist states? An example is the war waged by the Afghan Mujahideen against the Soviet Union from 1979 to 1989.

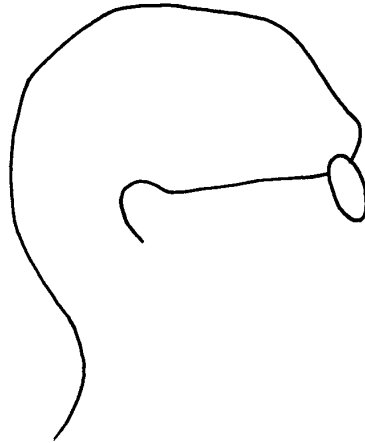
2. *Economic gain* can be an explicit cause of war. Wars have been fought to gain valuable natural resources such as land or cheap labour. Nowadays, however, wars do not lead to booty, spoils and tribute or territory as they did earlier. List the sources of economic gain from wars in recent times.
3. The economic benefits from the war may be reaped by the entire nation or by only some sections of the society. For instance, in the event of a war the war-related industries and the high ranking military officers always stand to gain economic benefits. List sections of society which profit from war to a larger extent.
4. Wars are always fought at a great cost — in economic, social and human terms. Is a war ever worth it? List the advantages of war.
5. One advantage of war is the overthrow of oppressive governments. Both Germany and Japan developed stable democratic governments from the ashes of World War II. State any example where an oppressive regime has been overthrown as a result of war.
6. Wars are often initiated to distract national and international attention from internal discords. Give an example.
7. War also promotes the solidarity of groups, communities and nations. Could these be achieved in some other way (without a war)?
8. War stimulates the development of science and technology. Relate the technological supremacy of Germany to the World Wars.
9. East Germany has a *warlike* national program for success in the Olympic Games and one hears about the *war on poverty*. Explain what is implied by these terms and how these could be ways of acquiring the benefits of war without paying its staggering costs.
10. List some possible problems within the country against which India needs to wage wars.

6.2 Sociological perspectives on warfare

Any social phenomenon including warfare can be looked at through any of three sociological perspectives. You will discuss these in this section.

1. According to the *functionalist* perspective, war and conflict are inevitable. When there are so many countries with conflicting interests, disagreements are bound to occur. Would you agree with this? Do you think disagreements between countries can be resolved without a war?
2. This perspective views wars as functional: they are the only effective method for settling international disputes. They also provide short-term psychological and political benefits to individual nations. They may function to keep a weak, divided society together. According to this perspective what can replace wars? What role does the United Nation (UN) play in settling disagreements between countries? What functions does the UN not fulfill?
3. The *conflict* theorists believe that wars stem from the efforts of nations to establish or expand exploitative empires. Hence, the best way to eliminate wars is to eliminate oppression. They also suggest a balance-of-power system where economic goods and the military power to protect them are distributed equally. The theory also suggests radical economic changes that make governments unnecessary. Will following the suggestions of this theory eliminate all wars? What method will eliminate oppression?
4. “*Business is war*”, is repeated often in a recent book by Michael Crichton, titled *Rising Sun*. What is implied by this statement? Does it relate to the conflict theory in any way?
5. The *socio-psychological* perspective identifies the individual and cultural characteristics that are conducive to warfare. The individual traits, as discussed earlier in Section 6.1.2 and 3.1.1, are associated with instinctive aggression. The cultural traits are learned. Each culture champions a certain *ideal personality* and individuals are then encouraged in both subtle and overt ways to develop personality traits consistent with this ideal. Some cultures emphasize

Figure 6.5: Recognise him?



either *honour*, *pride*, *competition* or *aggressiveness*. There are other cultures which place a high value on humility and co-operation (Figure 6.5). In what ways will this influence peaceful or warlike national policies?

6. The sense of nationalism or internationalism is learned. Ethnocentrism or the belief that one's culture and institutions are superior to others is also learned. Even religion may emphasize conquering evil in an aggressive way.

This suggests that emphasizing those cultural characteristics that favour the peaceful resolution of differences is one way to reduce warfare. Argue that it may be useful to applaud rational compromises which avert conflict rather than glorifying the victory over evil. You may use real or imaginary examples to support your argument.

7. Write a persuasive article (about a page) on **The ideals of non-violence can replace the glorification of violence.**

6.2.1 Cost of war

There is no such thing as an inexpensive war. First there is the human cost in loss of life and in the physical and psychological maiming of healthy people. The personal costs of such loss are immeasurable. Can one estimate the economic costs to society?

1. In 1803, the first measure of economic cost of war was proposed by a French economist, Jean-Baptiste Say. He said that war costs more than its direct expenses. One must also take into account what the casualties (people killed in the war) would have earned during their lifetimes.

The government offers compensation to the people affected by natural disasters. What other situations attract compensation for the victims? Does everyone affected by war receive economic compensation?

2. How would you account for the productivity loss of the country because of persons being killed in war?
3. War destroys physical capital that has been created by previous economic activity. For instance, war razes buildings, roads and bridges. List all such physical property that war may destroy. Include personal and corporate property.
4. Reconstruction after war is an economic burden. The finance, goods and labour involved in this task merely restore the losses. If there had been no war, what would the country have done with the same finances, goods and labour?
5. War lowers the population's living standards. Explain how this may come about?

The allocation of resources towards war efforts and away from investments affects the future economic growth of a country.

6.2.2 Cost of defense

As war is expensive, countries aim to avoid its costs and yet maintain their independence. They may do this in many ways.

1. Does military deterrence successfully avoid wars?
2. Deterrence involves allocating resources for a certain minimum level of military capability. This minimum should be enough not only to resist an attack by a potential aggressor but also to cause damage

to the aggressor's economy. The defender needs to weigh the cost of defence against the economic loss that a war will cause the attacker. In what way will the aggressor compute the costs of initiating war?

3. Argue that deterrence is less expensive than war.
4. In 1776, Adam Smith wrote the famous treatise on economics *An inquiry into the nature and causes of the wealth of nations*. Here he considered the perennial problem of defense management as resulting from the increasing expense of war-fighting equipment. [44] Newer technology raises the costs of war. Compare the costs of newer weapons technologies with that of ancient war weapons. (Sling-shot, spear)
5. The economic burden of the military of a country is measured by a ratio: d/GDP . Here, d refers to defense costs, while GDP , or the Gross Domestic Product, is the sum of all annual expenditures. This ratio is the **defence burden**. However, international comparisons using this ratio does not give the true picture of the military expenses for the following reasons.
 - What accounts for defense expenditure may have different interpretations in countries.
 - The defence burden is denominated in domestic currencies. This makes it difficult to estimate the cost of importing defence material.
 - This measure is not an indication of the absolute amounts spent.

Considering the limitations if the ratio d/GDP as a measure of military spending, what purpose could it possible serve reasonably well?

6. In your opinion has the defence burden increased, decreased or remained constant over this century for the whole World? Make a guess, and justify it.
7. In high income economies defence expenditure has been mostly falling after World War II. Yet the bulk of the world's defense spending is largely accounted for by the high income economies. From this what would you deduce about the World's defence burden in the last five decades?

Table 6.2: Expenditure on defence and education (as percent of total) in 1972, 1980 and 1990 of some countries.

Country	Defence exp.			Education exp.		
	1972	1980	1990	1972	1980	1990
1. India	26	20	17	02	02	2.5
2. Sri Lanka	03	02	07	13	07	10
3. Pakistan	40	31	31	01	03	02
4. Canada	07	08	07	3.5	04	03
5. Israel	43	40	25	08	10	06
6. United States	32	21	23	03	03	02
7. United Kingdom	17	14	12	03	02	03

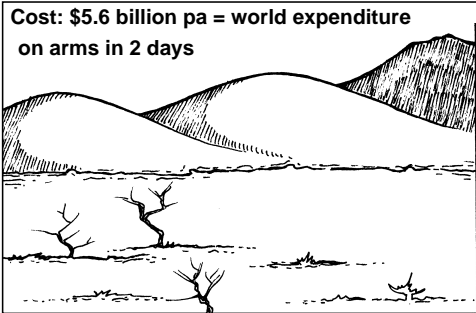
8. You have noticed in Section 6 that most wars are fought in low-income countries. List the various reasons for this state of affairs. Could the inability of low income countries to maintain sophisticated weaponry be one reason for more wars in those regions? Explain.
9. Table 6.2 presents defence expenditure as a percentage of total expenditure of some countries in 1972, 1980 and 1990. For comparison it also gives the percentage of the expenditure on a social goal such as education. [15, 39] Read the table carefully and discuss issues raised below.
 - (a) Which country would you rate as the highest spender on education as well as defence? Why do you think this country spends so high under these two heads?
 - (b) Compare the defence expenditure of India and Pakistan and relate it to the extent of the boundaries of the two countries, the number of neighbours they have and their population.
 - (c) Overall, what do countries spend more on, defense or education? Give reasons for this state of affairs. State the country which is an exception and reasons for the same.
 - (d) Plot a graph of the defence expenditure over time of all the countries. What trends (in terms of decrease, increase or constant) do you observe from the graph? Is the trend similar for many countries? Will different countries have different reasons even for similar trends in defence expenditure?
 - (e) Why is there very little variation in expenditure education over time in most countries?

Figure 6.6: Alternative uses for money spent on arms.

If the world disarmed, we could

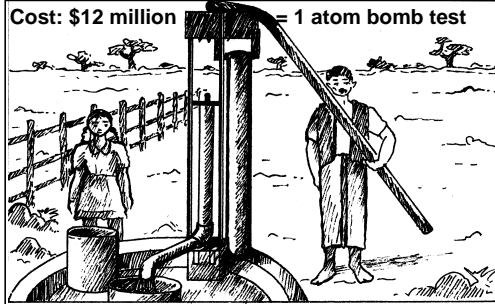
prevent desertification

Cost: \$5.6 billion pa = world expenditure on arms in 2 days



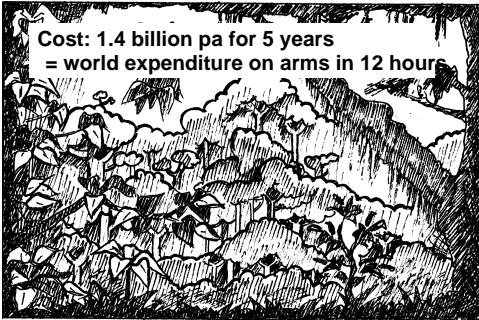
provide 80,000 villages with water

Cost: \$12 million = 1 atom bomb test



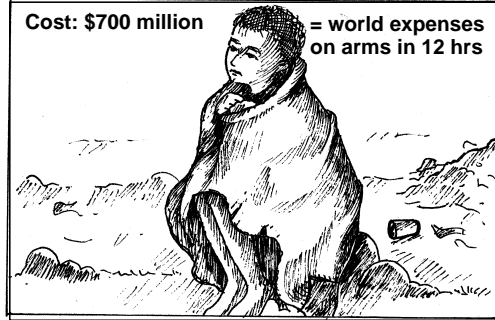
save the tropical forests

Cost: 1.4 billion pa for 5 years = world expenditure on arms in 12 hours



save 5m. children from diarrheal deaths

Cost: \$700 million = world expenses on arms in 12 hrs



10. Figure 6.6 shows four alternative uses for the money spent on arms. [13] According to the pictures, how could the enormous sums spent on defense expenditure be better utilised?

6.2.3 An activity on budgetary allocations

The class divides into small groups of six members each for this activity. Each group selects a country which it will represent. One of the countries must be India. The other countries should include a developing country, a neighbouring country, an industrialised country, etc. Consider that each of these countries has just elected a new government to power.

Every group member is assigned a portfolio of a minister in charge of a department in that country. Portfolios (a total of six) should include agriculture, defense, education, finance and any two of energy, environment, health, housing and trade.

The group gets information about the actual budget of the selected country in the past financial year. The members also find out other accurate background relating to the country that may influence the budgetary allocations. Each minister then determines how much money she wants for her department as a percentage of the GDP of the country in the next financial year. The minister must be prepared with justifications to defend her proposal.

The group must reach a consensus on exactly how much money is to be spent on each of the programs within the available country's budget. The finance minister in each group draws a pie diagram of the final decisions. The finance ministers together with the other ministers in the group prepares a presentation of their country's budget to the whole class. The presentation must include the reasons for the allocations.

1. Considering that the countries had new governments, do you think they will follow a budgetary allocation which is radically different from the previous governments? Justify your answer.
2. List the reasons for a change in the budgetary allocation for each of the portfolios, especially for agriculture, education, defence and health. Which were the most common ones?

3. Were the pie charts of the different countries similar? Explain.
4. Based on the results of this activity, argue whether in India all States (UP, Maharashtra, Assam ...) should be allowed to decide their own budgetary allocations without any directives from the Centre.

6.2.4 Guerilla warfare and terrorism

The word *guerilla* derives from the Spanish word *guerra* meaning war. The term guerilla warfare refers to non-regular forces who employ unorthodox military tactics and fight on a small scale. They are often against orthodox civil and military forces. This type of warfare is very old.

The Persian King Darius I had to bow down to the hit and run tactics of the nomadic Scythians, while Alexander the Great (356-323 BC) also had to face guerilla opposition. Guerilla operations were employed by the Magyars who conquered Hungary, by the Vikings who overran Ireland, England and France and by the Mongols who conquered China.

With time, guerilla warfare has become a complement to larger political and military strategies. They have flourished in India, Algeria, Morocco, Burma and New Zealand where the native population tried to prevent colonization.

1. Guerilla warfare was effectively employed in India by Shivaji against the Moghuls and the British. Traditionally, guerilla warfare is a method of protest employed to rectify real or imagined wrongs levied on a people either by a foreign invader or by the government. In modern times however it has also been used in an offensive role. Give one example of a recent case of guerilla warfare.
2. Guerillas often have strong links with the people from whom they have sprung. Fundamental to guerilla warfare is a cause which may come in various shapes, such as freedom from colonialism, absentee landlords or a non-representative government. The cause is fundamental in motivating people to armed action and outstanding leadership is necessary for a guerilla force to survive and prosper. Name one outstanding guerilla leader. Give some details about the place (region or state), and the cause.

3. The use of terror is one of the hideous aspects of guerilla warfare. What are the ways in which terror can be used? Does this terrorising serve some positive function for the cause or does it further alienate the terrorists from the rest of the people?
4. The reasons for the use of terrorist tactics are often presented as:
 - (a) to focus world attention on the rebel cause with the hope of winning international support,
 - (b) to eliminate opposition leaders or officials loyal to the government,
 - (c) to paralyze normal government activities,
 - (d) to intimidate the general populace in order to prevent opposition and gain recruits,
 - (e) to keep one's followers from defection and
 - (f) to raise funds by collecting ransom for kidnapping victims.

When you think about terrorism which of the above is the most frequent? Which of these happens rarely?

5. However the sheer brutality of terrorist tactics can result in the alienation of even those persons who were initially sympathetic to the guerilla cause. Various nations of the world support terrorism in other nations but are moralistic and offended if another nation were to do the same. How are such double standards possible?
6. Terrorism / guerilla warfare itself has a double perspective. What is a freedom struggle for the persons engaging in the act is viewed as terrorism by another. Name some countries which have supported terrorism and countries which have been the victims of terrorism.
7. With regard to different perceptions of the same act event it is important to highlight *enemy perceptions*. This is a curious tendency for those in conflict to form diabolical mirror images of each other. This diabolical image prevents the resolution of conflict (see Figure 6.7). Relate these diabolical perceptions with the role of the media which you have discussed in item 2 in Section 6.1.3.
8. Collect headlines and cartoons depicting *hate campaigns* of one nation against another.

Figure 6.7: Enemy perceptions.

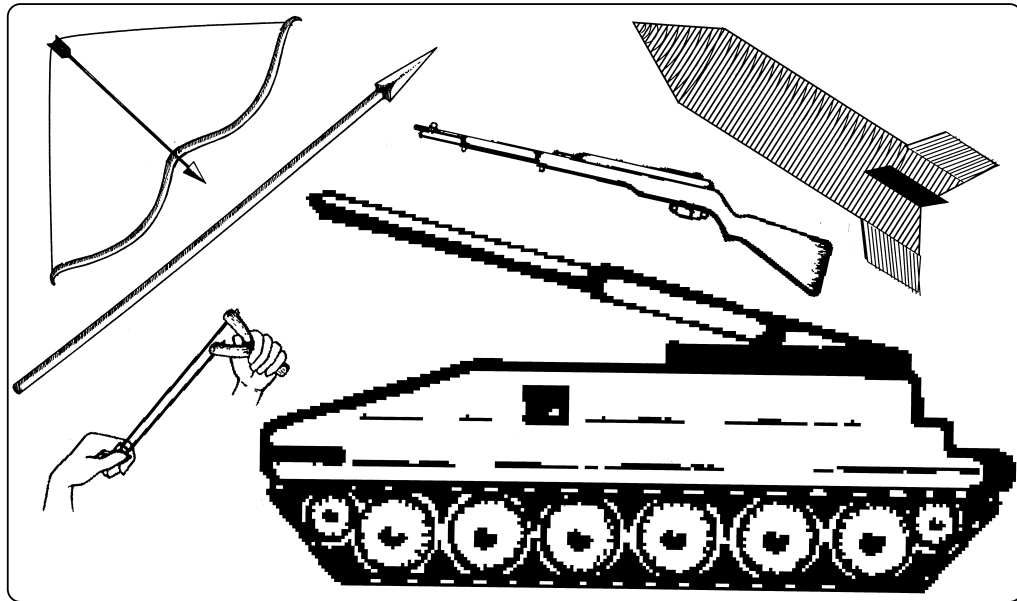


6.3 Weapons

A weapon is any kind of instrument/tool used for fighting. These weapons have evolved over time. Yet, you continue to use the earliest weapons to fight.

1. Name some of the earliest weapons. Get as many pictures as you can of the weapons used in fights over historical and even prehistoric times. Make a scrap book or a poster.
2. Rocks and sticks, which are natural weapons, were gradually improved. Sticks were sharpened to serve as spears and arrows. A club is a wooden implement that does not require sharpening, but depends on balance. Sharpened rocks became knives (the cutting quality of flint) and spearheads, while slings (Figure 6.8) were developed to use rocks as missiles. Recount a famous fable of a fight in which the winner used a sling.
3. The bow and arrow remained the primary weapon in various cultures till the 16th century. Give one example of a primary metal weapon of this period. What discovery must have preceded the use of metal weapons? How are metals different from rocks and wood. Would

Figure 6.8: Weapons.



metal weapons have any advantage over weapons existing at that time?

4. You can realise that improvements in weapons must have triggered variations in defense. Discuss: Improvements in offensive weapons result in improvements in defensive equipments.
5. What do soldiers wear as defense measures against metallic weapons? Are the advanced defenses worn against guns useful against swords?
6. Fortification is a form of defense. The Great Wall of China built in 200 BC as a defensive measure is the only man-made structure visible from the moon. In the medieval period castles were considered the best means of defense. Compare a bulletproof jacket to a castle. What are the similarities and differences?
7. The use of horses and ships added different dimensions to warfare. What were these dimensions?
8. Gunpowder which was invented by the Chinese and used essentially for entertainments, such as fireworks, was soon put to military use. It stimulated the production of cannons. How might this have affected defence?

9. The French revolution introduced universal military conscription. This means that every normal adult male has to serve in the military for a specified time. How would this alter war and weaponry? Countries like Iran still practice it. Discuss how you might be affected if India were to practice this.
10. The submarine was built in 1773-74 in America. You know that submarines are an important aspect of warfare today. Relate developments in science and technology to great advances in weaponry in the context of several major wars.
11. Find out the major wars when the following came into use.
 - military airplanes,
 - the machine guns,
 - tanks,
 - gas
 - RADAR,
 - nuclear weapons

6.3.1 Chemical warfare

Chemical warfare is the purposeful use of chemical substances to damage or kill plants, animals, or human beings. Around World War I both the sides at war experimented with different chemical warfare agents and delivery methods. Chlorine gas was used during this period.

1. When did people first think of using chemical weapons?
2. Before and during World War II lethal nerve agents were developed. However, they were not used then. Even Germany refrained from using such weapons. Why do you think they refrained? What role might fear of mass scale retaliation or love for humanity have played in deterring use of chemicals?
3. Chemical warfare has been used most notably by the United States against Vietnam. How are chemicals used in chemical warfare? How do they work?

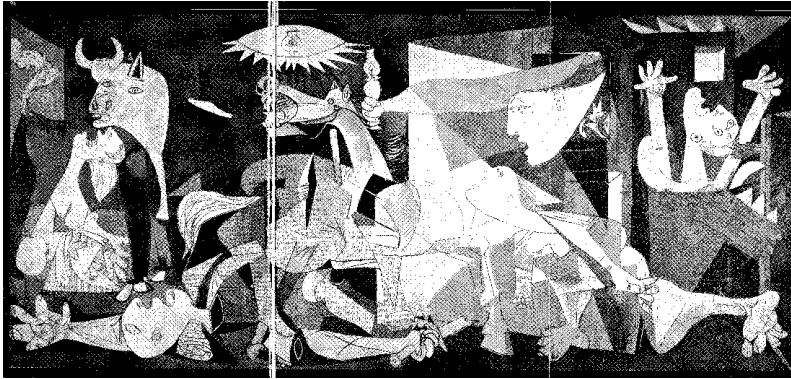
4. Name one or more chemical agents used in crowd control. Name the most famous chemical used by USA in Vietnam. For what purpose was it initially developed? Which company developed it?
5. Tear gas commonly used by the police as a riot controlling device is a chemical agent. Some chemicals may enter the body through the skin, severely burning or blistering the skin. Some, like mustard gas may be inhaled, leading to lung damage. Often the use of tear gas is justified while other chemicals are not. What is your stand ? Argue your stand.
6. There are some chemical agents which cause the selective destruction of plants especially food crops. The defoliant Agent Orange was widely used in Vietnam. Why does any country use such chemicals? List as many functions as this might serve.

6.3.2 Biological warfare

Biological organisms can produce crippling diseases or even death. There have been no large scale uses of biological organisms in modern wars. However Japan did use such agents during the 1930s against China and conducted experiments using captured soldiers as human guinea pigs.

1. Are there any international controls regarding chemical and biological weapons? Find out.
2. The Geneva Protocol of 1925 is one of the most important treaties which has been now ratified by more than 100 countries. In 1972 the United Nations initiated the Convention of the Prohibition of Biological and Toxic Weapons, which forbade the production or stockpiling of such weapons. This was accepted by more than 100 countries. In the recent Gulf War, the issue of use and stockpiling of biological and chemical weapons was raised. Do you think that countries should have the option of maintaining chemical and biological stockpiles as deterrent? Relate this to possessing nuclear weapons capability.
3. If all governments agree not to stock chemical and biological weapons, do you think it is possible to ensure that they keep to their word. Suggest steps to ensure the compliance of all governments. What difficulties can come-up?

Figure 6.9: **Guernica**: War depicted by Picasso.



6.4 War and art

All the arts, whether media, the performing arts or the visual arts, are subject to interpretations. While art is born in a specific time frame and in a certain culture and location, your interpretation will itself tend to depend on your own background, culture, location and period. Art may either heighten existing tensions or generate new ones. It may also awaken you to fight against oppressions. On the other hand, art could bring about amity and calm. This may either happen by the intentions of the artists or may merely be perceived as such by the audience.

6.4.1 Paintings

An example of how contemporary art is affected by the surrounding violence would be Picasso's **Guernica**. [5] Guernica is the name of a small town in Spain which was savagely attacked in the first half of the present century. The attack targeted a street full of unsuspecting people and left hundreds dead. Picasso, the famous Spanish painter, who witnessed this massacre, responded by producing what went on to become one of the most poignant paintings of the century. Interestingly, the painting includes 45 different studies depicting violence in different forms, put together in a larger canvas. The painting has over the years become a symbol of effective protest against the ravages of wars. Picasso used only shades of black, white and gray in this painting. According to Picasso,

... Painting is not done to decorate apartments. It is an offensive and defensive instrument of war against the enemy.

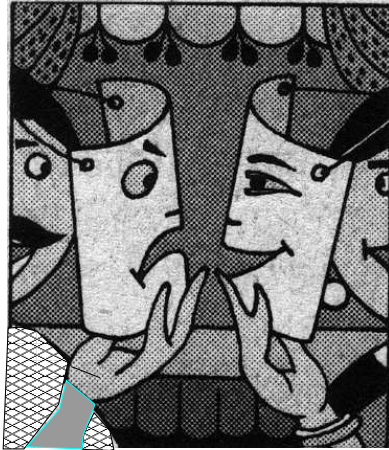
1. Observe the details of the painting in Figure 6.9 as best as you can. Name the animals shown in the painting. What is the relevance of these animals in the painting?
2. What images do the horse and the bull bring to mind?
3. Associate some other animals, like the lamb, with human emotion and feelings. What feelings do they evoke?
4. The use of colours like black, white and grey added to the general sense of mourning. Colours are used to symbolise or generate human emotions. If you were to choose the colours for a painting about war, what colours would you use? If you were to paint peace and serenity, what colours would you choose?
5. List the ways in which any painting could be more than a mere decoration.
6. Explain how a painting can be an offensive instrument of war against the enemy.
7. In what way can a painting serve a defensive purpose?

6.4.2 The performing arts and the media

In *A short organum for the theatre*, Bertolt Brecht (1948) criticised drama which aimed at transforming human beings into *a cowed, credulous, hypnotized mass*, who not only became incapable of social thought and action, but who also believed that life took place on the stage and that their own existence was unimportant.

1. What is the role of art in society? Is it to entertain or to inform; to present reality or an escape from it? Discuss.
2. What did Brecht mean by the statement quoted above? Write a paragraph explaining what you have understood.

Figure 6.10: The performing arts.



3. According to Brecht, the modern entertainment industry dulls (rather than promotes) the spirit of rational inquiry. Do you agree with this point of view? Can the entertainment industry perform a more positive function?
4. Who controls the media and the entertainment industry? Are there media monopolies and corporations? Name some famous ones. What is their role in production and distribution of media?
5. How do media giants determine values, fashions and facts (news)? In the times of multiple TV news channels do we really get multiple interpretations or is it still a singular view?
6. Art is often viewed as an escape from reality. However, this notion has been combatted by street theatre. Street plays present familiar experiences. The tradition of street theatre is less about drama and more about the values of critical inquiry and struggle. Produce and perform a street play on **the role of media in determining what is news**.
7. In what ways are street plays different from plays performed on stage? List the differences from the point of view of the producer, actors and the audience.
8. Safdar Hashmi (12 April 1954 to 2 January 1989), a famous Indian activist, wrote that street theatre “*is basically a militant political the-*

atre of protest. Its function is to agitate the people and to mobilise them behind fighting organisations.”

Safdar Hashmi was also an author of children’s books and worked for the *Jan Natya Manch* (People’s Theatre Front) formed in 1973 as an outgrowth of the Indian People’s Theatre Association (IPTA). On 1 January 1989, Safdar was performing in a play titled *Halla Bol* (Raise Hell!!). [22] The play was about the government’s role in the repression of the workers’ organs for economic struggle. A confrontation with local political representatives during the play led to the murder of Safdar. The Safdar Hashmi Memorial Trust (SAHMAT) which attempts to further progressive values was formed in his memory.

What does Safdar’s story tell you about the role of artists in India? Name any artist (poet, film-maker, writer) who has had socialist leanings. Why do you think so?

9. One common term in art is *Cinema of Resistance*. What would be implied by this term? Who makes such cinema? What is it about?
10. The Films Division of India, established in 1948, is the largest documentary producing organization in the world. Its system of production and distribution is heavily bureaucratized. Hence, creative expression or innovation is rare. The audience generally responds to the Films Division documentaries by waiting outside the theaters until the main feature begins. What functions are these documentaries intended to serve? What function do they serve in reality?
11. Arrange the screening of a documentary, such as Anand Patwardhan’s *In the name of God*. Discuss the effect it had on the members in class.

Chapter 7

Peace

7.1 Hate crimes: What are they?

A hate crime is an act intended to cause physical injury, emotional suffering or property damage. This may be through intimidation, harassment, bigoted slurs or vandalism. The victim's real or perceived race, ethnicity, religion or sexual orientation may motivate it. Even attempted acts of this type are classified as hate crimes.

Hate crimes flare up during times of increased immigration and economic crisis. During these times, people feel that their jobs, homes and lifestyles are threatened.

1. Recollect a hate crime that has occurred in the near past in your locality. Collect as many newspaper reports and other media reports as you can which analyse the incidences relating to the hate crime.
2. Discuss the specific intentions of the crime, how it was committed and the possible motivations.
3. Explain that in the hate crime you have discussed above, the perpetrators felt threatened in one way or another.

7.1.1 Hate crimes versus other crimes

Hate crimes differ from other assaults and crimes in several ways. These are briefly described below. [4]

The victim–perpetrator relationship: Most assaults involve people who know each other. Hate crimes are likely to involve strangers.

Number of perpetrators: A majority of assaults involve two people — a victim and a perpetrator. Hate crimes involve, on an average, four assailants for each victim.

Nature of conflict: In addition to the unfair ganging up on the victim, hate crime perpetrators often attack younger or unarmed victims.

Physical damage inflicted: Hate crimes are extraordinarily violent. Victims are three times more likely than in other assaults to require hospitalisation.

Treatment of property: In a very large fraction of property crimes something of value is taken away. In hate crimes it is more likely that something of value will be destroyed.

Sites of crime: Unlike other crimes (which may occur in secluded places), hate crimes frequently occur at places of worship (mosques, temples churches), cemeteries, schools, in or around the victim's home.

Does the hate crime that you have discussed in the last section differ from other crimes that you know of in the ways described here? Differentiate it from other crimes under each category.

7.1.2 Can hate crimes be reduced?

Increasing togetherness is a common and simple way of solving problems of multi-cultural society. When people from different cultures and backgrounds live near each other and interact, bridges between people will be effectively built.

1. Is the strategy suggested above always successful in preventing hate crimes? What problems could arise when people from different cultures are forced to share a neighbourhood.
2. Some factors that could possibly come in the way of different people living together amicably are described and discussed briefly.

The first factor is about **interconnections**. Problems which have persisted for long, appear to be built into society as a natural part of everyday life. In India people from different states live together more readily than people of different castes. Name an instance in your neighbourhood or any place where different people maintain their differences and perception of each other for historical reasons.

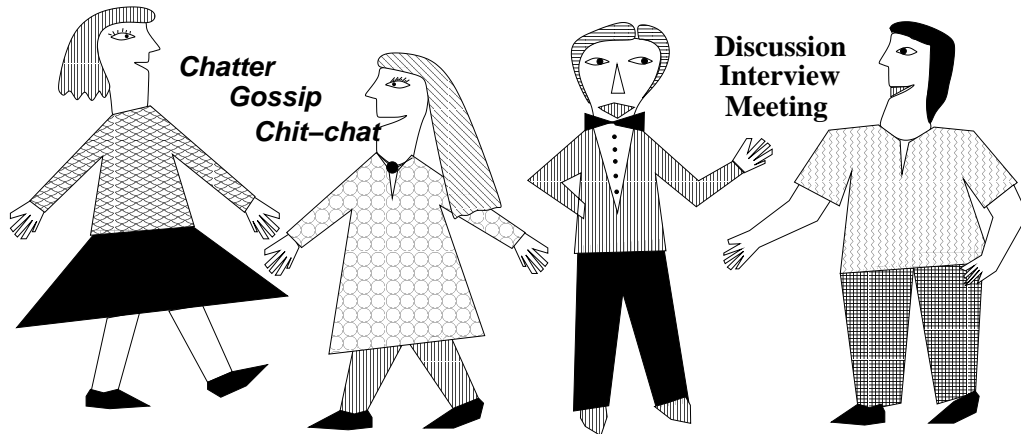
3. Another factor deals with the question of who **profits**. Social problems often persist because someone is profiting from them. One group's loss can be another's gain and not only in monetary terms. What will happen if the profit hierarchy (where some people gain more than others, while some lose) is challenged or sought to be changed?
4. The third factor is **the need for immediate gratification**, which was mentioned in Chapter 2. If the solution is not immediately forthcoming, the attempts to solve problems are given up. The attitudes of bias which have been inculcated over generations cannot be expected to change in a year or two. Yet projects for solving hate crime problems often are of this duration. Do you think merely extending the project period will work?

7.1.3 How to reduce hate crimes

Communication is an effective way to solve problems between people. However, the nature of communication is determined by culture. Hence it poses a problem in solving hate crime problems involving multiple cultures.

1. Argue that culture mandates who talks with whom and about what.
2. Besides, language, vocabulary and pronunciation, are there any other ways in which communication differs from group to group?

Figure 7.1: The biased perception of male and female communication.



3. The differences between groups may be on aspects such as:

- Taking turns during conversations
- Ways in which conversations are initiated or ended
- Interrupting
- Using silence as a communicative device
- Choice of appropriate topics
- Interjection of humour
- How much or how little to talk
- Sequencing the elements of a conversation.

Taking the case of specific groups, such as rural and urban or people from different States, show in which of the above ways their communication styles differ.

4. Working on conversation styles of men and women, Dale Spender suggests that there are many differences between *men talk* and *women talk*. [45] She indicates that these differences create problems for women, who as a group are less prone to interrupt and more concerned about taking turns in conversation rather than having a monologue. Figure 7.1 is a cartoon depicting an instance of difference in communication perception among males and females.

Write a script for a skit that brings out these differences.

5. There is an old riddle that asks, “*What’s the difference between ignorance and apathy?*” How would you answer this? [4] ⁽¹⁾
6. Most of us do know the difference between being ignorant and being apathetic. Many of us are aware that we are headed for a dismal future. Can we change this future?

7.2 Conflict resolution: law and community action

Modern industrialised states have formal institutions and offices to deal with the conflicts that arise in society. These institutions generally operate according to codified laws, that is, a set of explicit rules stipulating what is permissible and what is not. If individuals transgress these laws then the state has the right to take action against them.

1. Are formal institutions like police and the legal system effective in dealing with conflicts in society? With reference to India, are any changes needed in these formal institutions? Explain your answer with examples.
2. Many societies lack specialised offices and institutions for dealing with conflict. Yet all societies have some regularised ways of handling disputes. Anthropologists say that law is universally found in every society. Given that law is universal, give examples of different laws in different countries or communities.
3. Give as many reasons as you can to explain why these differences arise.
4. Write a persuasive essay taking one of the following views:
 - There is a need for different laws for different communities within a country.
 - All communities within a nation should be governed by a uniform law.
 - Modern global communities need a uniform law for all.

¹See footnote on page 133 for the answer

5. Collective community action for resolving disputes is common in simple societies like the Eskimos. Excommunication may be one of the actions taken by the community. What other actions can the community take?
6. The killing of an individual is the most extreme action a community can take. This is similar to capital punishment, which exists in nearly all societies from simple to complex.

Organise a debate in class with two sides arguing for and against the thesis: **Capital punishment is effective in deterring crime.**

7. Throughout history, most societies have used punishment as a means of deterring violence. [1] Harsh punishments have been established for crimes like murder, rape and assault. Yet, the existence of harsh punishments does not deter crimes from taking place. Give reasons for the failure of punishments in checking crimes.
8. It may happen that the punishment is not prompt and not highly probable. The delivery of punishment may be delayed for years, and its magnitude may vary. Relate this to the inefficacy of punishment.
9. Are jails and prisons the same? Look up in a dictionary and confirm your answer. Many accused (who are innocent until proven guilty) are forced to spend years in jails. They endure overcrowded, unsafe and unsanitary conditions either because they are too poor to pay bail or the law takes years to give the verdict. What effect might this have on the innocent?
10. Should criminals be given a better deal in prisons? Make suggestions for an ideal prison.

7.3 World organizations

Since ancient times diplomatic methods have been used for resolution of conflicts. During World War I (WWI) there was a search for alternatives to the traditional diplomatic methods for maintaining peace. The American President at that time, Woodrow Wilson forwarded a Fourteen Point programme. This programme was supported by most political leaders and led to the formation of the League of Nations.

7.3.1 A failed attempt at peace

League of Nations was established on January 10, 1920 with its headquarters in Geneva, and included all the major European powers. Sixty-three nations were members of this organization. In this section you will discuss the evolution of this world organization.

1. The United States, as you have just read, played a major role in establishing the League. However, the US was not a member of the League. Suggest possible reasons for this.
2. The purpose and rules for the organization were set forward in the League of Nations Covenant. The Covenant was the basis of League's operation. It is interesting to note that these were the same rules that were included in the treaty of Versailles imposed on defeated Germany. Considering this fact, what do you think many countries, especially the losers of WWI felt about the League of Nations?
3. In its early days the League was effective in settling minor disputes, but there were doubts as to whether it could really stop aggression by a major power. The three main approaches to prevent war were
 - arbitration in settling disputes,
 - disarmament, and
 - collective security.

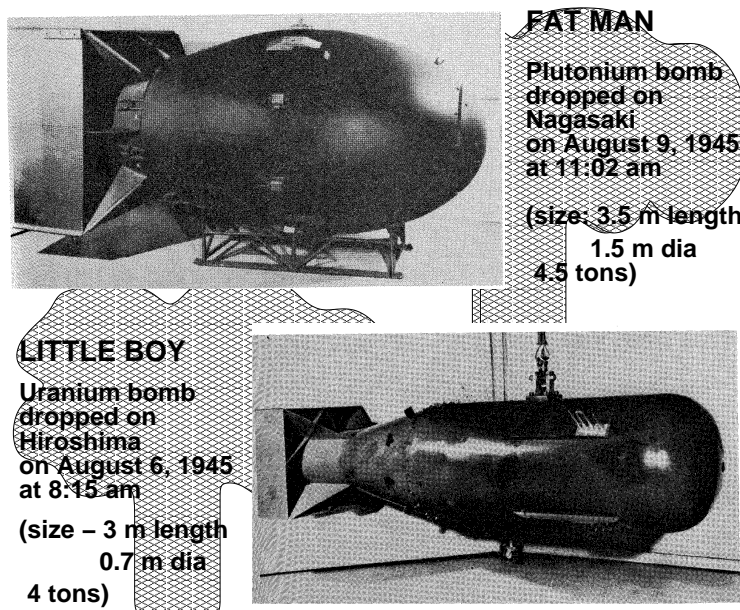
The League failed miserably in enforcing disarmament. It tried to declare aggressive war as an international crime. This was opposed by its own members. Why do you think attempts at disarmament failed? Do you think any attempt at disarmament can ever be successful? Justify your answer.

4. The League of Nations was launched with enthusiasm after a war. This enthusiasm could not be sustained through peace time. Give some arguments to explain this.
5. A series of crises, including economic recession in many parts of the world, changed the political climate in 1930. The first challenge to the League was the Japanese invasion of Manchuria in 1931. Hitler's rise to power in Germany aggravated the crisis and pulled Germany out of the League. Instead of stopping Hitler, the League tried to

retain him. The League was put to its final test when Italy attacked Ethiopia. The League never recovered from these setbacks. Give one important proof of this.

6. Read about the political climate in various parts of the World from 1920 through 1940, and suggest the principal reasons behind the failure of the League of Nations. You may choose to be the leader of any nation which you think might have been influential during that period. Put yourself in the position of the leader, and argue what you may have done to ensure the success of the League of Nations.
7. Although it could not stop war the League was historically important. Highlight its importance.

Figure 7.2: The bombs dropped on Hiroshima and Nagasaki.



7.3.2 The United Nations and its organs

World War II (WWII) had far reaching consequences for human life. While it had a greater geographical spread and affected many more countries, its effects also lasted for a longer period of time. The dropping of atom bombs *Fat Man* and *Little Boy* on Hiroshima and Nagasaki by the USA

had immediate horrific results (see Figure 7.2). [16] And its long-term impact through radiation effects are felt to this day. This, together with the knowledge of systematic and deliberate large scale elimination of Jews by the Nazis, shook the collective conscience. This was the world into which the United Nations (**UN**) was officially born on October 24, 1945.

It's main aim was to promote peace and security amongst all nations. The number of the member states has risen from an initial 51 to more than 175 in the 1990's. The UN has six principal organs. The structure of the UN is given in Figure 7.3.

1. All the members of the UN are represented in the **General Assembly**. It is the body of the UN which has the right to discuss and make recommendations on all matters included in the charter of the UN. It has no powers to enforce decisions. Yet, it is becoming increasingly influential in focusing public attention on important global issues. It also exercises control over other UN bodies. In recent times it has been involved in organising humanitarian aid, relief efforts, campaign against colonialism, racism, negotiations on treaties etc.

(a) Find out how many members the Assembly has at present. List the countries that are not members of the UN.

(b) When did India become a member of the UN?

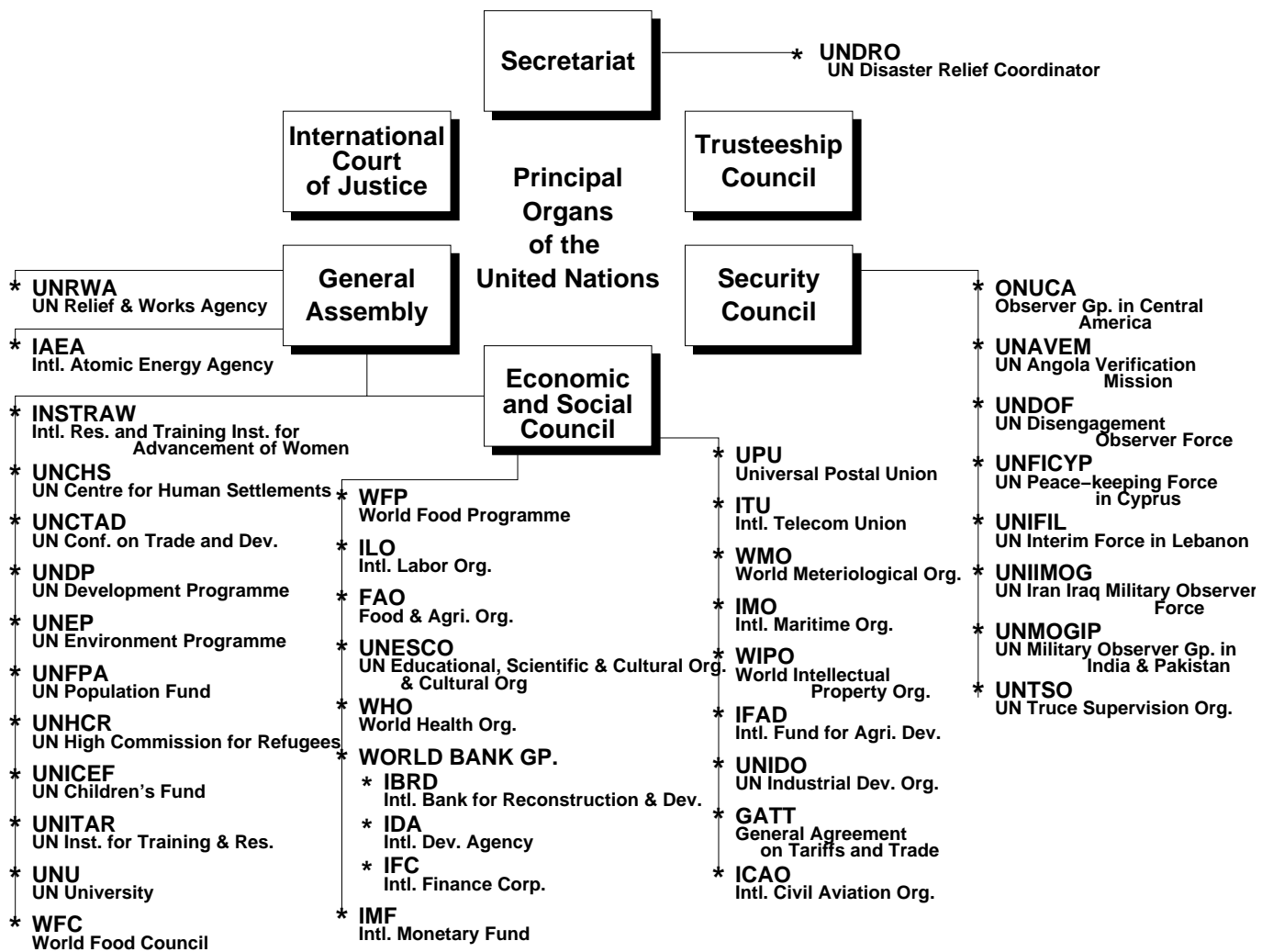
2. **Security Council** is the world's watchdog. Its primary task is to maintain peace and security. It started with 11 members but has grown to 15, of which the permanent members are China, France, Russia, UK and USA. The Council can make decisions that governments must accept and carry out. Or else they may face penalties, like economic sanctions, and even expulsion from membership.

The decision-making in the Security Council is restricted to the five permanent members. There are ten non-permanent members elected for two years who also participate in the decision making.

(a) Why do you think decision-making is restricted to a few? Does this have any relation to a country's power relations with other countries?

(b) If the five permanent members failed to agree on a crucial decision, e.g use of military force, then a special voting rule namely

Figure 7.3: Organs of the United Nations.



the veto power became operational. A Security Council resolution can go ahead only if none of the five permanent members votes against it. Given this, how are the roles of the permanent and non-permanent members different in terms of decision making?

- (c) India is at present staking its claim to become a permanent member of the Security Council. State the possible advantages of becoming a permanent member.
 - (d) If you were India's representative to the UN, what arguments would you put forth to convince the World of India's worthiness for membership at the present juncture?
3. The **International Court of Justice** is also known as the World Court. It is the principal judicial organ of the UN and helps settle international disputes. The court consists of 15 judges each drawn from a different member nation of the UN. Disputes over matters of international law and borders come up before the court. A recent example was the protests from Australia and New Zealand over French testing of nuclear weapons in the Pacific ocean.
- Give another example of a dispute that has either been raised or resolved by the International Court of Justice. Where is it located?
4. **The Secretariat** is headed by the Secretary General, appointed for a period of 5 years. He is the chief administrative officer, carrying out day to day operations, as well as performing political functions by administering different policies and programmes of other organs. The Secretary General is a public figure viewed as a peace-maker, trying to settle disputes impartially. Maintaining neutrality is crucial, and it is due to this reason that the Secretary Generals selected so far have been from countries recognised as neutral and not close to the super-powers.
- (a) Name the present Secretary General of the UN.
 - (b) Who was the first African to hold the post of Secretary General?
 - (c) Which UN Secretary General was from Asia? Do you think there will ever be one from India? If you had to nominate an Indian for the post at the present time, who would it be? Why?
5. The **Economic and Social Council (ECOSOC)** directs the economic, social, humanitarian and cultural activities of the UN.

- (a) List some organizations of the UN that you are familiar with and which would come under this Council. What are their functions?
- (b) The **International Labour Organisation (ILO)** was formed in 1946 for a special purpose. It aims at improving labour conditions and living standards through global cooperation. One of its significant functions has been to set standards for working conditions, wages, hours of work, minimum age, safety, etc.
Do you think *child labour* is an issue that the ILO should deal with. Support your answer with reasons.
- (c) **Food and Agriculture Organisation (FAO)** established in 1945, has the crucial responsibility of ensuring food security for the world population. It also aims at increasing physical and economic accessibility to food in all countries. It covers a wide range of activities from research and training in agriculture, forestry, nutrition to aid and relief in developing countries. Despite 50 years of existence, extreme hunger, malnutrition, and access to food have not improved over the years. In fact there are signs that they are only getting worse. In this context, what future course of action do you suggest for the FAO?
- (d) FAO aid has been tied to suggested *agricultural improvements* in many countries. These suggested steps when followed have led to progressive degradation of land and food production. Give possible ways in which this may have happened.
- (e) Discuss the green revolution in India and its aftermath in terms of food production and the social impacts.
- (f) **World Bank Group** and **International Monetary Fund (IMF)** aims at assisting in the reconstruction and development of its member states by providing international finances, loans, capital investments, etc. Both agencies are powerful players in the international economic scene.
The Indian economy has recently been liberalised (the opening of the economy to foreign investors). What has been the role of the IMF in this?
- (g) The World Bank loans in the early years were aimed at infrastructure developments in the Third World: roads, railways, power, etc. The focus has now shifted to programmes for health, education, agriculture and population. Most of these programmes have not met with success. What possible reasons could there be for the failures?

- (h) **General Agreement on Tariffs and Trade (GATT)** is a multilateral treaty that sets rules of conduct for international trade. It also provides a forum for negotiation and discussion to promote fairness, expand world trade, and resolve disputes. India signed the GATT agreements in 1994 and also joined the **World Trade Organisation** as a founder member. This means that the Indian economy has been opened to outside competition. It has begun the process of getting integrated with the global economy. What does this mean in terms of influence on production, investment, prices and so on.
- (i) **World Health Organisation (WHO)** was established in 1948. Since the 1970's, WHO's goal has been *Health for all by the year 2000*. What does this mean? How does WHO plan to achieve it?
- (j) If you were to draw up a *Health Plan* for India, what would you emphasize? List five main priorities of your plan. Name other goals that India is trying to reach by the year 2000?

7.3.3 Maintaining peace

The UN sends peace-keeping missions where a stalemate has been reached in a fight. This usually serves to pressurise the fighting sides into a cease-fire. During such missions, UN troops are kept on stand-by in locales of conflict to defuse tensions. They are deployed only if agreed to by both the sides in conflict. The troops remain neutral and use force only for defence of the civilians. Called *blue helmets* in recent times they have served all over the world and were awarded the Nobel Peace Prize in 1988 in recognition of their contribution to peace.

1. The UN peace-keeping force has participated throughout the world, particularly in the middle-east and African countries. Name some countries in which the UN has over-seen the election process.
2. Recently there was a conflict between the UN peace-keeping force and the American troops in Iraq. What could be the source of the conflict?
3. The UN has been active in trying to eliminate all kinds of weapons of mass destruction. Amongst the numerous treaties and laws en-

acted to prevent mass weaponisation the better known are The Nuclear Weapons Test-Ban Treaty of 1963 and the Treaty on the Non-proliferation of Nuclear Weapons (NPT) of 1968. The Comprehensive Test Ban Treaty (CTBT) is a more recent treaty related to nuclear arms. It's signatories are prohibited from carrying out nuclear tests and must move towards reduction of their nuclear arsenal. Of course all the signatories are declared nuclear states. In the recent past two signatories to the CTBT have violated its conditions. Name these two countries and the condition they violated.

4. CTBT is a topic of hot debate in India. What effect will signing the CTBT have on defence and security measures in India? In your opinion should India sign the CTBT? Organise a debate on this issue in your class.

7.3.4 Human rights

By **human rights** you could mean two ideas.

The first refers to the inherent rights of an individual simply because he/she is a human being. They are moral rights, and aim at ensuring the dignity of every human being.

The second meaning of human rights refers to legal rights (see Figure 7.4 [27]). These are established according to the law-making machinery of national governments and international organisations.

Human life and dignity have been disregarded and violated throughout history, and continue to be violated today. The idea that there should be rules common to all, without discrimination, dates back many centuries. It is often called *natural law*, which aims at equality and refers to a body of rules that ought to prevail in society.

1. Do you think such a *natural law* has ever existed in the past? Justify your answer.
2. There has always been some discrimination between people. Give at least two historical examples to prove this. What justifications were

Figure 7.4: Human rights are legal rights.



given in each case for the discriminatory laws? Discuss everyone's examples in class.

3. There have been claims that some people were less capable than others or even genetically inferior. Do you agree with these claims? Explain why.
4. What could have motivated claims about the superiority of one group of people over another? Which groups are more likely to make such claims? Can such claims be countered?
5. The State is supposed to be the guarantor and protector of human rights. Has human rights been included in the Indian Constitution? What are these rights?
6. By the end of World War I there was a growing realisation that the State alone cannot safeguard human rights. The State often indulges in abusing these rights (Figure 7.5). Which country was involved in the genocide of its own people before and during World War II?
7. A race was sought to be systematically eliminated by the new immigrants in the newly discovered America. Read about it and write a paragraph on it.

Figure 7.5: The Nazi concentration camp.



8. Following World War II, human rights became an international issue. The experience of that war convinced people that international protection of human rights was essential for international peace and progress. List the different ways in which human rights can be made into a concern for all.
9. One of the articles of the UN Charter (article 2(7)) states that the United Nations should not intervene *in matters which are essentially within the domestic jurisdiction of any State...* Non-intervention is an accepted rule of inter-state relations. Nation states are critical of what is perceived as *foreign* interference in domestic matters. Do you think this stand is ever justified? What does Figure 7.6 suggest?
10. The rule of non-intervention may be misused or selectively used for political reasons. According to some, intervention in article 2 (7) relates essentially to *physical* intervention. It does not preclude discussion and examination of the conduct of States, even with regards to matters within their domestic jurisdiction. Name two recent (past decade) and famous violations of human rights in Asian countries which have created an uproar.
11. The civil and political rights refer to the following rights:
 - to life,
 - to liberty,

Figure 7.6: Perception of human rights.



- to security,
- to freedom from torture and slavery
- to political participation,
- to property,
- to marriage and
- to the fundamental freedom of opinion, expression, thought,
- to conscience and religion,
- of association and assembly.

Individually rank the above rights from the most important to the least important. Compare the ranking of the class.

12. The economic, social and cultural rights relate to the right to work, a reasonable standard of living, education and freedom of cultural life. How can these rights be implemented?
13. The situation in the **human rights movement** as it stands today, is that most of the initiative for the movement comes from non- governmental organizations (NGO's). NGO's such as Amnesty International, Human Rights Watch, publicize and focus public attention on

gross violations through on-site investigations, and advocacy in international and domestic fora. Their credibility lies in their ability to universally apply human rights norms on all governments. Within many countries domestic human rights organisations have come up to monitor actions of their own governments. Name some Indian organizations working on the human rights issue.

14. The success of non-governmental human rights movement helped in bringing about positive change in many States. Gross forms of torture may have reduced but many sophisticated forms of ill treatment have come up. During the last few decades many countries have undergone transition from military and authoritarian to elected, often democratic governments. Would such transitions improve the human rights conditions in those countries? Justify with examples.
15. In recent times attention about human rights violations has shifted from the developed countries to the lesser developed nations. The new questions that are raised focus on issues like relationship between poverty and repression. Is it correct to assume that poverty leads to greater human rights violations? Give reasons for your stand. What new criteria for human rights violation can come up because of this shift of attention?

7.4 Social skills

People often get involved in aggressive encounters that they wish to avoid. One possible reason for this is because they are lacking in the social skills necessary to avoid such events. For instance,

- They do not know how to provide negative feedback to others (criticism) and thus they do so in a way that angers others.
- They do not know how to express their wishes to others.
- They often have an abrasive style of self-expression.
- They may be insensitive to the external signs of another's emotional states.

1. As a result of poor social skills, people experience severe and repeated frustrations. Explain how such people may account for a high proportion of violence in many societies.
2. The above discussion implies that a training in social skills may help to reduce aggression. Can schools provide social skills training? Do you think schools should provide this training? Name some of the skills that can be provided.
3. Imagine the following scene: You are waiting for your friend with whom you have an appointment for 5 p.m. She is late and as time passes you become more and more upset. Finally, she arrives around 5.30 p.m. Before you can say a word she apologises profusely and asks you to forgive her. Would you continue to be angry with your friend and criticise her severely?

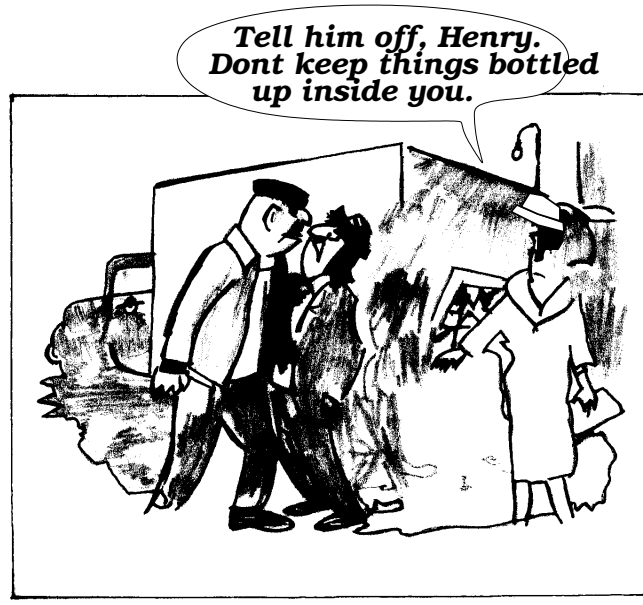
A lot, of course, depends on the reasons offered for the delay. Do you think apologies avert aggression? Is it equally easy to apologise in all situations? Describe two situations involving yourself: one in which you would find it easy to apologize and another where you might find it very difficult to say that you are sorry.

4. You must have noticed that children can become very stubborn and will refuse to say “*sorry*”. State the reasons why children and some adults may find it difficult to apologise.
5. Exposure to non-aggressive models also results in lowering aggression. Restraint is as contagious as violence is, and the presence of restrained and calm individuals in a threatening situation prevents the occurrence of violence.

Imagine that you are in a meeting to nominate a candidate for college president. You have to script a conversation of the meeting. Select three to four characters. Form two groups. One group should make one of the characters a person with a volatile temperament. The other group shows the same character as a restrained individual. Write the outcome of the meeting.

6. Another technique for reducing aggression is *catharsis* or *getting it out of your system* (Figure 7.7). Do you think giving vent to feelings of anger reduce aggression? Explain your stand.
7. Is catharsis possible by methods other than giving vent to your feelings of anger. How?

Figure 7.7: Catharsis.



8. Being able to tolerate differences is essential in reducing conflicts. People who come from very homogeneous (very similar in nature) groups often find it difficult to be tolerant. Write about a page arguing that tolerating differences does not imply tolerating injustice. Include examples to make your point. Read the writings of different members aloud in the class. Were the interpretations and examples different in any way?
9. Do you think a tolerant person will yell and scream, boycott or march and vote to eliminate injustice?

7.4.1 The broken squares activity

Engaging in this activity should

- help you experience co-operation, and
- sensitise you to some of your own behaviours, which contribute to or obstruct the achievement of group goals. [18]

Form groups, each consisting of 5 members and one *observer*. Count the number of groups in the class. Each observer prepares one set of 5 envelopes containing pieces of broken squares to be given to her group. The directions for preparing the envelopes containing the broken squares are given in Appendix C. Each member of the group gets one envelope containing 2 to 4 pieces. The observers ensure that all groups follow the rules given below.

- Each group has to complete 5 squares of equal size in a specified time (say 15 minutes).
- The square of every member must be the same size as that of the others in the group.
- **The main rule is that any member may give pieces to other members in the group, but no member should ever ask for pieces.**

After the activity is completed, and most groups have completed the set of 5 identical squares, discuss the issues raised below.

1. Was the task of making squares following the given rules easy?
2. One group must have completed the activity before others. Why did this happen? What principles or techniques did the members of that group use?
3. Were there members who continually struggled with the given pieces without giving any of them away?
4. Did anyone make a square of size different from the rest of the members in that group and refuse to break her square?
5. Did anyone break any of the rules?
6. How is this task similar to social inter-dependence?
7. Can the goal of completing the squares be achieved without co-operation?

Robbers Cave: an exercise in cooperation

Sherif and others in 1961, conducted a project, in which 11-year old boys were sent to a special summer camp. The camp was in a remote area.

The boys were divided into two groups on their arrival at the camp. The two groups were assigned different cabins located at a distance from each other. Each group lived and played together and its members became strongly attached to the group. The members chose names for their group, which they stencilled on to their shorts and made up separate flags with the group symbol.

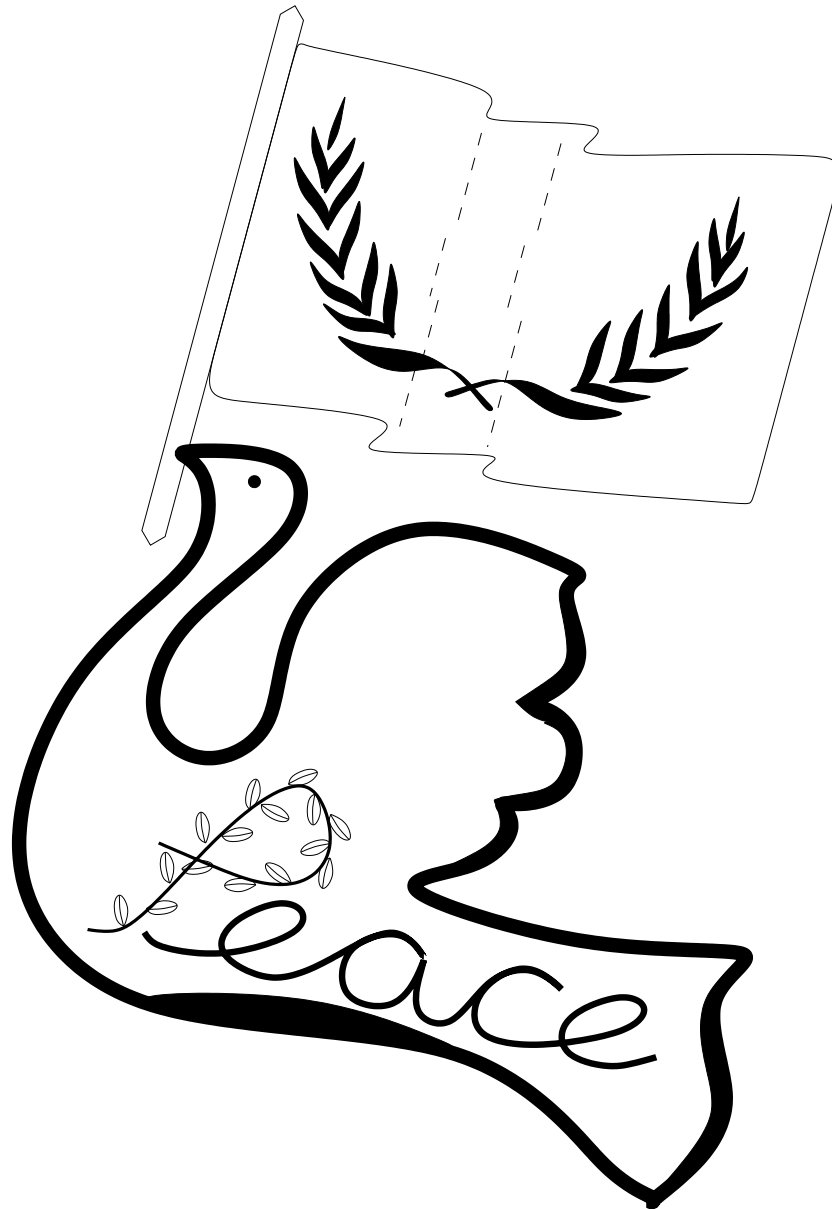
A tournament between the two groups involving a series of competitions was organized. The prize for the winning group consisted of a trophy. Individual group members also received pocket knives and medals. As the competitions began, the tension between the two groups increased. It began with verbal insults such as, teasing and name-calling, and escalated to direct acts such as the burning of the flag of the other group, attacking the rival group's cabin, overturning beds, tearing the mosquito netting and taking personal property. The two groups voiced increasingly negative views about each other.

In the final phase of the experiment, Sherif and his colleagues attempted to reduce the negative reactions between the two groups. Merely increasing the amount of contact between the two groups did not help: in fact, it had the opposite reaction. However, when conditions were altered so that the groups found it necessary to work together for superordinate (higher) goals, their behaviour changed. The higher goals involved working together to restore the water-supply, pooling their funds to rent a movie and repairing a broken down truck. The tensions between the groups vanished.

This book has been about conflicts: within yourself, with other people as individuals and groups, and between nations. Conflicts are not pleasant situations to remain in, though sometimes they may be even be essential for bringing about a change. Hence conflict resolution is an important aspect of living. In this chapter you have seen through several activities that three C's are essential for peace making: **Co-operation, Communication and Conciliation.** ²

²The answer is "I don't know and I don't care."

Figure 7.8: Symbols of peace.



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Appendix A

Some statistical quantities

Consider your class of students. You might wonder about the *typical* income levels of families represented in your class. Or, you may want to know the *typical* score of the group in a test. You are asking for the **central tendency** of incomes or scores in the group. For any distribution, like scores among students or incomes in families of students, there are three commonly used measures of central tendency.

Mode is the simplest central tendency. It is the most frequently occurring value of the distribution. In the above examples, it is the most frequently occurring income or score. Tabulate the different scores and the income ranges (say in multiples of 100), and the income or score that occurs most frequently is the **mode** of the distribution.

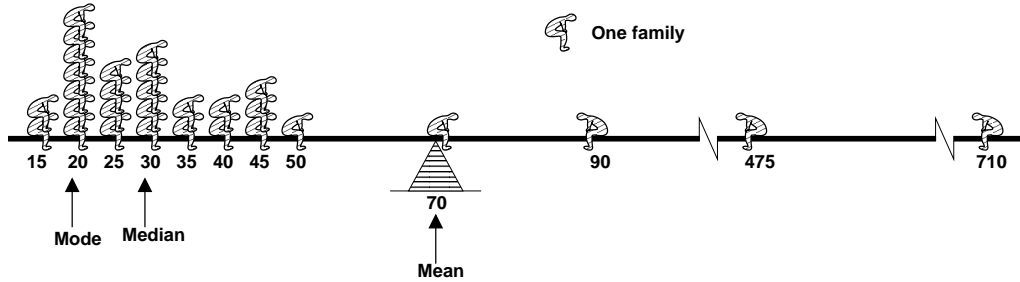
Mean is the most commonly reported central tendency. It is also known as **arithmetic average**. You would calculate the mean score of a group of students as,

$$\text{Mean score} = \frac{\text{Total scores of all students}}{\text{Total number of students}}$$

Similarly, in the case of the mean income of families in your class, you would calculate

$$\text{Mean income} = \frac{\text{Total income of all families}}{\text{Total number of students}}$$

Figure A.1: Central tendency in a distribution of income per family among 30 families.



Median is the middle of the distribution when the numbers (scores or incomes) are arranged in ascending or descending order. In the examples cited, it implies that half the students in the group will have income or score above the median, while an equal number will have income or score below the median.

Figure A.1 is a graphic representation of the distribution of incomes in a group of 30 families. The numbers indicate income per family in thousands of rupees. It shows the three measures of central tendency: mode, mean, and median.

Appendix B

Political map of the World

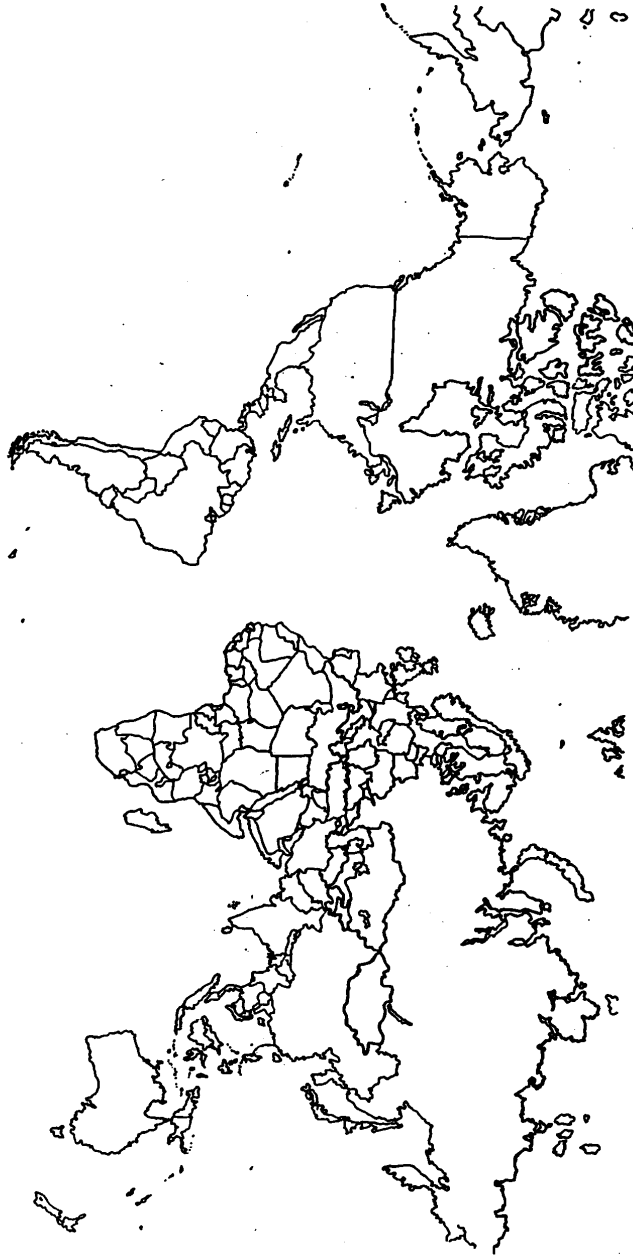
You may make as many copies of the map (Figure B.1) given overleaf as you need for the activities in this book.

All animals are equal,

But some animals are more equal than others.

(George Orwell–Animal Farm, 1945)

Figure B.1: Political map of the World.



Appendix C

Broken square sets

Detailed below are the directions for preparing the set of pieces for the activity on broken squares given in Section 7.4.1.

A set consists of 5 envelopes containing pieces of thick chart paper cut into different patterns which, when properly arranged, will form five squares of equal size. One set should be provided for each group of 5 persons.

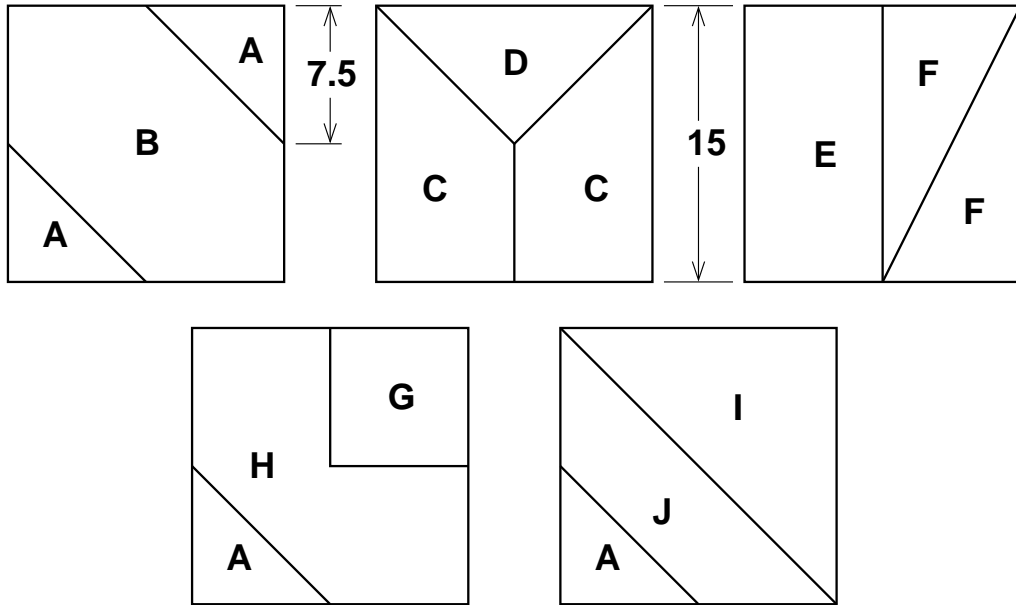
To prepare a set, cut out 5 squares, each exactly $15\text{cm} \times 15\text{cm}$. Place the squares in a row and mark them as shown in Figure C.1, penciling the letters lightly so they can be erased.

The lines should be so drawn that, when the pieces are cut out, those marked by the same alphabet will be exactly the same size.

Take 5 envelopes to make one set, and mark them from 1 to 5. Distribute the pieces into the five envelopes as follows.

- Envelope 1: pieces E, H, I
- Envelope 2: pieces A, A, A, C
- Envelope 3: pieces A, J
- Envelope 4: pieces D, F
- Envelope 5: pieces B, C, F, G

Figure C.1: Broken squares (dimensions in centimeter).



Erase the penciled letter from each piece and write, instead, the number of the envelope it is in. Each set (of 5 envelopes) may be made from a different colour of chart paper.

Appendix D

Picture activity

Given here are the two pictures to be used with the activity on interpreting the picture in Section 5.3.1.

Figure D.1: Picture 1 for activity in Section 5.3.1.

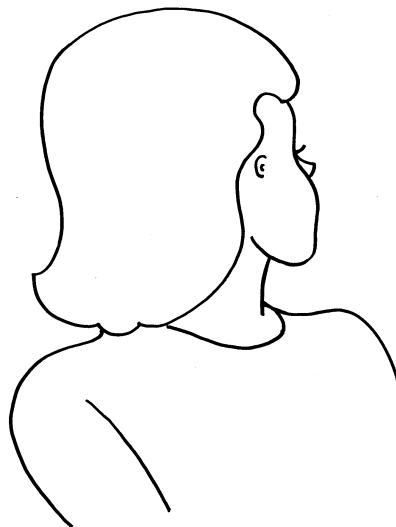
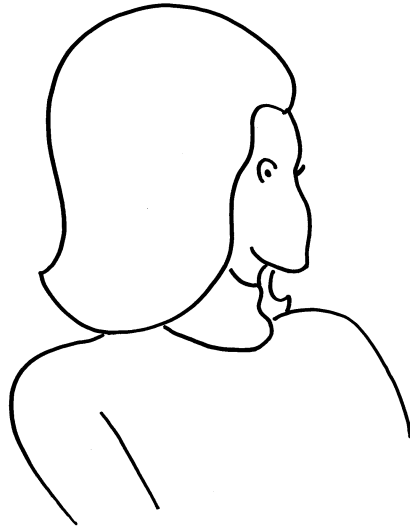


Figure D.2: Picture 2 for activity in Section 5.3.1.





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