

Gerechtigkeitstheorien

Wintersemester 2025/26

Dienstag, 12:15-13:45 Uhr, Raum 1407, Leopoldstr. 13

Dr. Fabian Kalleitner

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LUDWIG-
MAXIMILIANS-
UNIVERSITÄT
MÜNCHEN

Gerechtigkeitsforschung : Eine Einführung



Vorstellungsrunde

Dozierender

- Meine Interessen sowie Erfahrung in Forschung und Lehre
- Motivation für das Seminar
- Erste Erwartungen

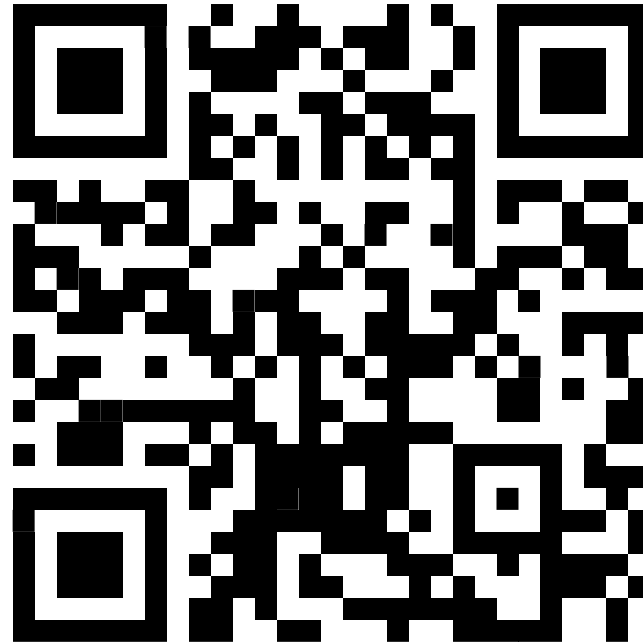
Und nun zu Ihnen...

- Fachsemester und Belegung über welches Modul?
- Haupt- und Nebenfach
- Vorkenntnisse?
- Erste Erwartungen

Inhaltlicher Einstieg: Gerechtigkeitsforschung – why bother

Ein kurzer Fragebogen

<https://www.soscisurvey.de/Gseminar2025/>



Was bedeutet Gerechtigkeit?
Was verbinden Sie mit Gerechtigkeit?

3 zentrale Fragen

- Was ist Gerechtigkeit?
 - normative Beantwortungsmöglichkeiten
 - deskriptiv empirische Beantwortung
 - wie ist Gerechtigkeit strukturiert?

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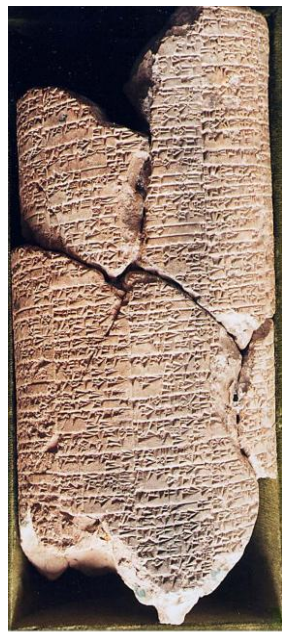


MS 2064
The Ur-Nammu Law Code, Sumer, 2095-2047 BC.
The oldest laws known, written ca. 300 years before Hammurabi's code

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MS 2064
The Ur-Nammu Law Code, Sumer, 2095-2047 BC.
The oldest laws known, written ca. 300 years before Hammurabi's code

Im Bewußtsein seiner Verantwortung vor Gott und den Menschen, von dem Willen beseelt, als gleichberechtigtes Glied in einem vereinten Europa dem Frieden der Welt zu dienen, hat sich das Deutsche Volk kraft seiner verfassungsgebenden Gewalt dieses Grundgesetz gegeben. (Präambel GG, 1949)

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- Was ist Gerechtigkeit?
 - normative Beantwortungsmöglichkeiten
 - deskriptiv empirische Beantwortung:
Welche Situationen beschreiben oder empfinden Menschen als gerecht?
 - wie ist Gerechtigkeit strukturiert?
- Was erklärt Gerechtigkeit?
 - Unter welchen Bedingungen wird etwas als gerecht anerkannt?
 - Unter welchen Bedingungen werden welche Gerechtigkeitskriterien und Prinzipien angewandt?

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- Welche Auswirkungen hat Gerechtigkeit als soziale Kraft auf Institutionen und Akteure.
 - Wann verändert Gerechtigkeitsempfinden Einstellungen wann beeinflusst es Handlungen.
 - Wann beeinflussen Gerechtigkeitsnormen Handlungsalternativen, Normen, und Institutionen?

Warum sollte man sich mit dem Thema **Gerechtigkeit** befassen?

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- Gerechtigkeit macht glücklich
- Gerechtigkeit ist von normativer Bedeutung (Menschenrechte etc.)
- Gerechtigkeit beeinflusst und wird beeinflusst durch die Verteilung von materiellen und immateriellen Gütern
- Gerechtigkeit wandelt sich, wird dargestellt (performed) und konstruiert
- Gerechtigkeit ist inhärent sozial → Gerechtigkeit und sozialer Vergleich sind eng miteinander verknüpft und der soziale Kontext beeinflusst was wann was als gerecht empfunden wird
- Gerechtigkeit ist politisch und äußert sich in Machtsituationen

CDU

Für gute Arbeit und gute Löhne.

Für ein Deutschland, in dem wir gut und gerne leben.

LIF
Liberalen.at

Aufrichtigkeit.
Offenheit.
Fairness.

Das wäre doch eine Dreierkoalition für die nächste Regierung!

UMWELT UND GERECHTIGKEIT: NUR MIT GRÜN.

Zweitstimme Grün!

DARUM GRÜN.

Christliche Verantwortung baut den neuen Staat der sozialen Gerechtigkeit

WÄHLE **CDU**

Es ist Zeit
für mehr Gerechtigkeit.

SPD

Wer 100 % leistet, darf nicht 21 % weniger verdienen.

Zeit-für-mehr-Gerechtigkeit.de

SPD

KICKL EURE WAHL

EUER WILLE GESCHEHE

FPO

Gerechtigkeit statt Umverteilung.

Das geht nur mit uns

FDP NRW
Die Liberalen

Gegen Hunger-Notverordnungen

Für Soziale Gerechtigkeit kämpfen allein Nationalsozialisten

Darum Wählt Liste 2

Soziale Gerechtigkeit wählen: DIE LINKE.

Jetzt Briefwahl!

DR. KRISTIN BRINKER

Ob Clans oder Klima-Kleber: **Schluss mit der Kuschel-Justiz!**

Hart. Aber gerecht. **AfD** BERLIN

Zuhören und Zutrauen.

Bereit, weil Ihr es seid.

Briefwahl jetzt!

Bündnis Sahra Wagenknecht

Ihre Stimme für BSW!

GIER oder GERECHTIGKEIT?

Sie haben **JETZT** die Wahl!

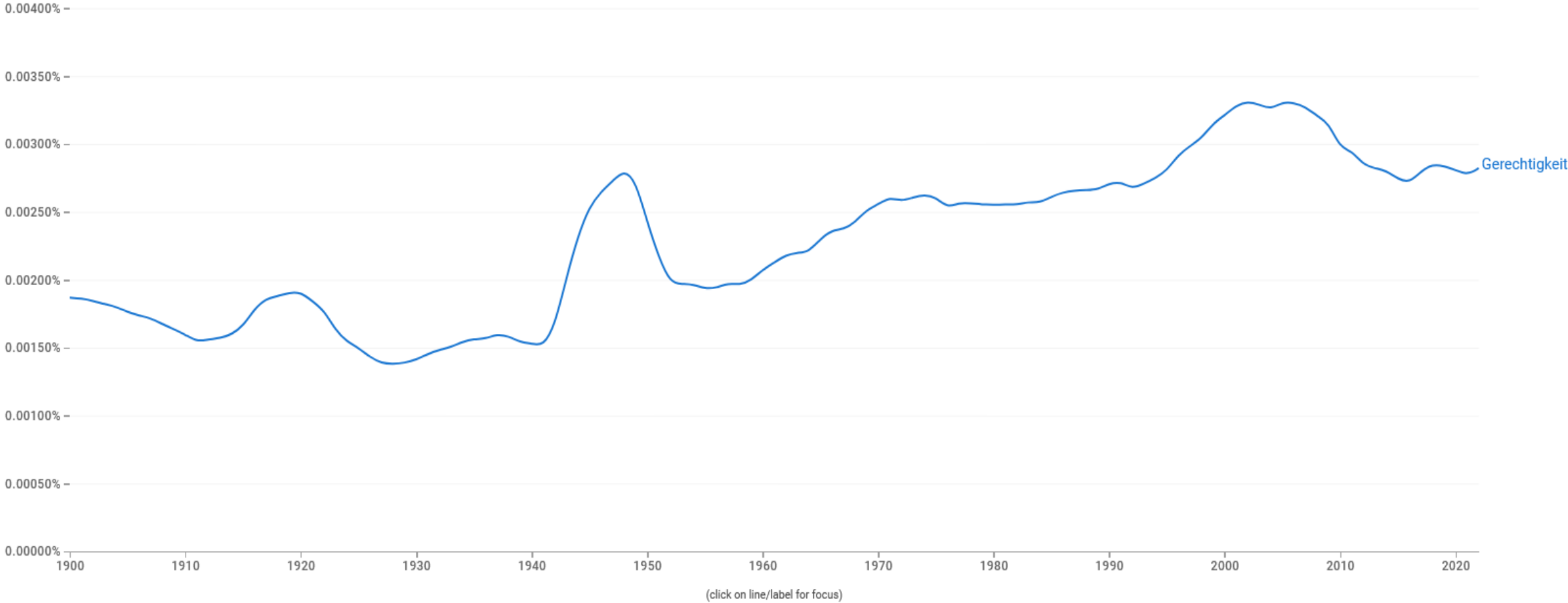
Mehr erfahren

Gerechtigkeit in Google Suchanfragen



<https://trends.google.de>

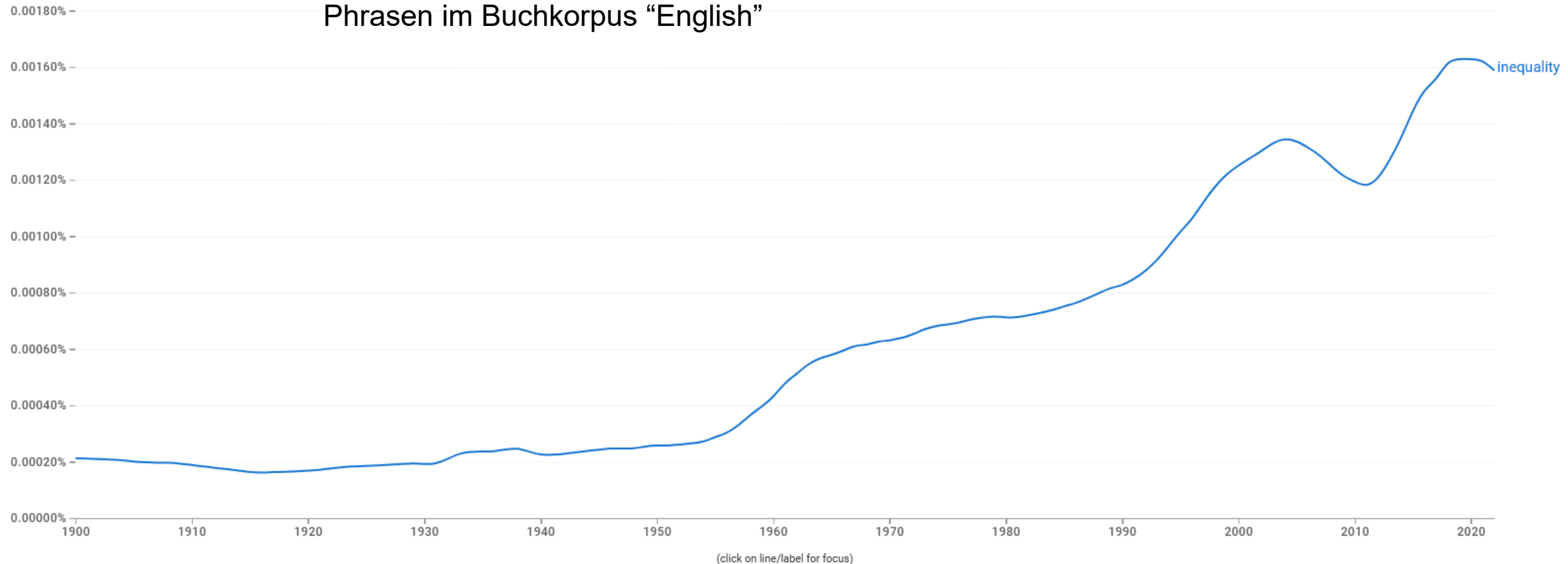
Gerechtigkeit im gescannten Buchcorpus



<https://books.google.com/ngrams/>

Der Aufstieg der Ungleichheitsforschung I

Anteil der Phrase "inequality" an allen Phrasen im Buchkorpus "English"



<https://books.google.com/ngrams/>

Der Aufstieg der Ungleichheitsforschung II



<https://www-webofscience-com.emedien.ub.uni-muenchen.de/wos/woscc/basic-search>

Auch die Ökonomie hat sich gewandelt



The Nobel Prize
@NobelPrize

"I have always thought of myself as a detective," said economic sciences laureate Claudia Goldin who provided the first comprehensive account of women's earnings and labour market participation through the centuries.

#womeninSTEM

Post übersetzen



5:41 nachm. · 29. März 2024 · 29.285 Mal angezeigt

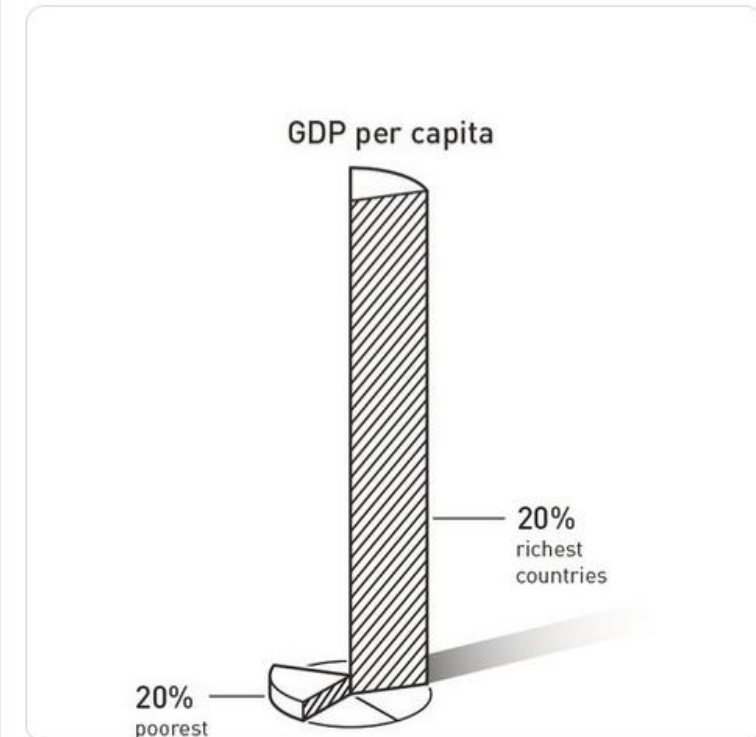
4 82 398 17



The Nobel Prize
@NobelPrize · Folgen



The richest 20 per cent of the world's countries are now around 30 times richer than the poorest 20 per cent. The income gap between the richest and poorest countries is also persistent; although the poorest countries have become richer, they are not catching up with the most... [Mehr anzeigen](#)



11:47 vorm. · 14. Okt. 2024



Seminarorganisation: Wer, was, wann, und wie?

Bildquelle: Dall-E

Was lernen Sie hier?

- Überblick über Unterschiede in den theoretischen Zugängen und der empirischen Untersuchungsmethoden unterschiedlicher sozialwissenschaftlicher Disziplinen
 - Fokus: Gerechtigkeit geht über das Individuum und die konkrete Situation hinaus
- Vertieftes Verständnis gängiger sozialwissenschaftlicher Theorien der Gerechtigkeitsforschung
 - Welche (anthropologischen) Grundannahmen beinhalten unterschiedliche Theorien, wie bauen sie aufeinander auf, wann sind welche Theorien hilfreich, um soziale Phänomene erklären zu können
- Fähigkeit zur kritischen Reflektion empirischer Untersuchungen die Gerechtigkeitsvorstellungen und Effekte erforschen
 - Idee: Theorie ist kein reiner Selbstzweck und nie völlig losgelöst von Empirie
- vertiefte Kenntnisse, um selbst Vorschläge zu machen wie eine zukünftige empirische Untersuchung im Feld der sozialw. Gerechtigkeitsforschung aussehen könnte

Kursorganisation: Moodle

Falls noch nicht geschehen: **Schreiben Sie sich in den Moodle-Kurs ein!**



Titel: [WiSe 2025/26] Theorieansätze in der modernen sozialwissenschaftlichen Gerechtigkeitsforschung

Passwort: Gerechtigkeit101

→ Über Moodle haben Sie Zugriff auf sämtliche Materialien (Folien, Literatur, etc.)

→ Die Abgabe sämtlicher Prüfungsleistungen erfolgt ebenfalls über Moodle!

Übungsmappe, 2 Teile

1 Referat / Essay

während des Semesters

- Freie Terminwahl über moodle
- Wählen Sie einen der vorgegebenen Texte
- 15 min / 4000 Zeichen



2 Hausarbeit

zum Semesterabschluss:

- Forschungsproposal
- ca. 20.000 Zeichen
(Abgabefrist: 28.02)

v

Hausarbeit

1 Hausarbeit

zum Semesterabschluss:

- Forschungsproposal
- ca. 30.000 Zeichen
(Abgabefrist: 28.02)

Kursorganisation: Veranstaltungsprogramm

	Datum	Thema
Grundlagen (A)	14.10.	Einführung
	21.10.	Gerechtigkeit in der Soziologie
	28.10.	Gerechtigkeit in der Psychologie
	04.11.	Gerechtigkeit in der Ökonomie
	11.11.	Evolutionstheorie & Gerechtigkeit

	Datum	Thema
Vertiefung (B)	(18.11.)	Verlegt zu individuelle Besprechungen
	(25.11.)	Verlegt zu individuelle Besprechungen
	02.12.	Social comparisons, equality, and relative Deprivation
	09.12.	Equity
	16.12.	Equality, equity, or need?
	(23.12.)	Verlegt zu individuelle Besprechungen
	13.01.	Structure, status, & justice
	20.01.	Procedural justice
C: Schluss	27.01.	Belief in a just world
	03.02.	Philosophische Theorien
	04.02.	Individuelle Besprechungen

Kursorganisation: Referatsvergabe

- Die Themenwahl für die Referate erfolgt über Moodle (Kapitel „Organisatorisches“)
- „First come, first served“
- Beginn der Vergabe: **Morgen, Mittwoch (15.10.), 18 Uhr**

Hinweise:

- Wer bis Ende der Frist (Montag, 20.10., 23:59 Uhr) kein Thema wählt, wird zugelost wenn es noch freie Plätze gibt
- Innerhalb der Frist können Sie beliebig häufig zwischen freien Terminen wechseln
 - Nicht mehr als 3 Studierende pro Referatstermin
 - Eine Person pro Essay (=max. 6 Personen für die letzte Einheit)

Gerechtigkeitsforschung in der Soziologie

Grundlage: Liebig, S., & Sauer, C. (2016). Sociology of Justice. In C. Sabbagh & M. Schmitt (Eds.), *Handbook of Social Justice Theory and Research* (pp. 37–59). Springer.



What is the (or one important aspect of the) unique sociological view/approach in social sciences?

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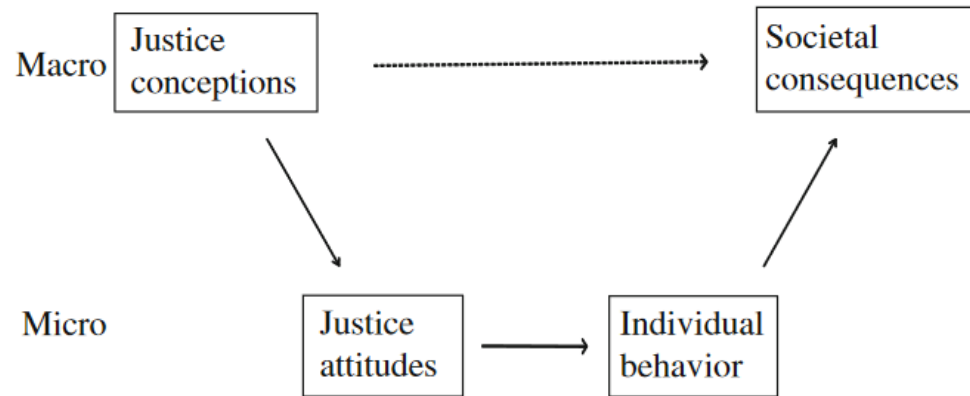
- justice is not studied to assess its normative importance (what ought to be) but to determine its **empirical relevance** (what is [used]) both descriptively and analytically
- Three assumptions about justice in Liebig & Sauer (2016)

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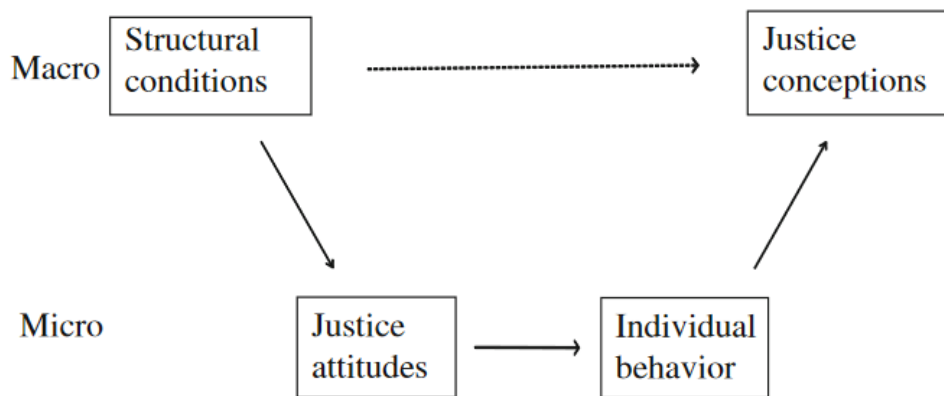
- justice is not studied to assess its normative importance (what ought to be) but to determine its **empirical relevance** (what is [used]) both descriptively and analytically
- Three assumptions about justice in Liebig & Sauer (2016)
 - Justice is a social phenomenon
 - “a shared conception of the desirable”
 - Justice is socially determined
 - “regarding something as just depends on the social structures”
 - Justice is a social force
 - “It affects the economic, political and social structures”

A micro-macro perspective on justice as a social phenomena

(1)

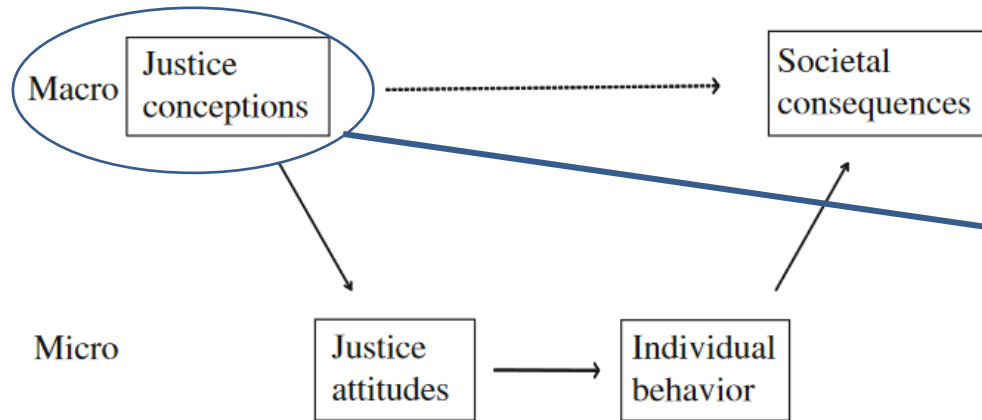


(2)

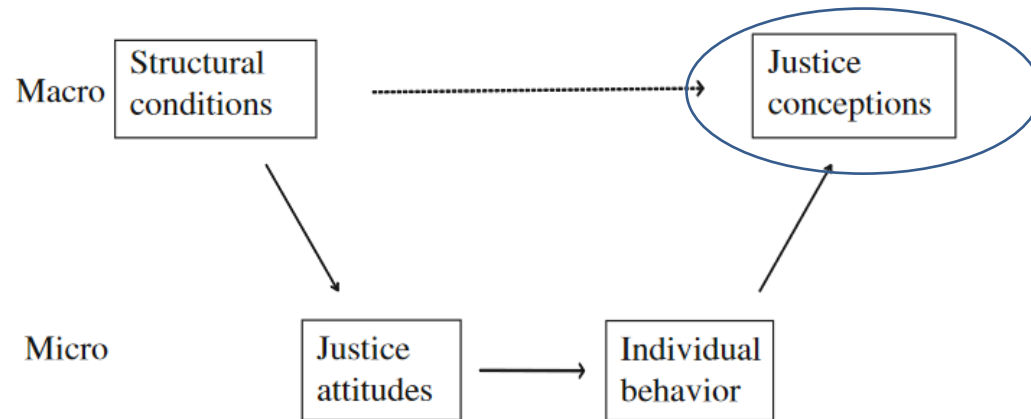


A micro-macro perspective on justice as a social phenomena

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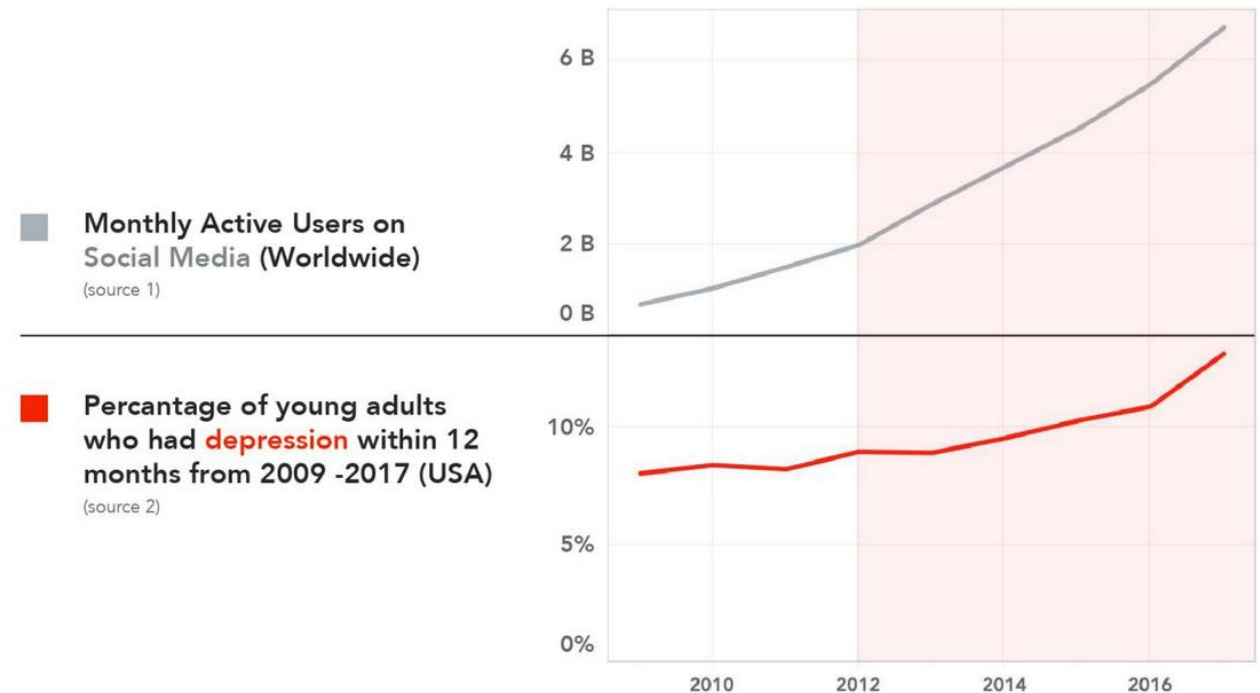
(2)



- Justice conceptions are considered as independent as well as dependent variables because they (1) cause social consequences and are itself (2) consequences of social conditions.
- This highlights the **embedded** nature of social phenomena: never fully explained by traits in the individual level, never fully determining individual possibilities

Advantages of the micro level

- Avoids methodological & identification problems
 - small N problem
 - overdetermination
 - direction of causation (partly)
 - experimental opportunities
 - testing causal mechanisms



Source:
1. Ourworldindata.org/rise-of-social-media
2. Journal of Abnormal Psychology, Twenge et al.

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Advantages of the macro level

- Meso level importance
 - Analyse society as a structure of positions (social networks)
 - Social structure defines the framework for the operation of generic psychological mechanisms (situation boundedness of action)
- Macro/Micro and Micro/Macro links
 - Investigating macro level consequences of social structures for justice attitudes
 - Investigating micro level consequences of justice attitudes on social structures.

An example: The Thomas Theorem

Merton, R. K. (1968). *Social Theory and Social Structure*. Simon and Schuster.

An example: The Thomas Theorem

"If men define situations as real, they are real in their consequences." (W. I. Thomas)

- "Though it lacks the sweep and precision of a Newtonian theorem, it possesses the same gift of relevance, being instructively applicable to many, if indeed not most, social processes." (Merton, 1968: 475)

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- Idea:
 - people do not only respond to the objective features of a situation but also to the meaning this situation has for them
 - consequent behaviour (and in part its consequences) are determined by the ascribed meaning

Merton, R. K. (1968). *Social Theory and Social Structure*. Simon and Schuster.

The Thomas Theorem & Bank Runs

- How can the Thomas Theorem help to explain Bank Runs?

"If men define situations as real, they are real in their consequences." (W. I. Thomas)



Bundesarchiv, Bild 102-12023 / Georg Pahl / CC-BY-SA 3.0, CC BY-SA 3.0 de,

The Thomas Theorem & Bank Runs

- Despite the comparative liquidity of the bank's assets, a rumor of insolvency, once believed by enough depositors, would result in the insolvency of the bank.
- The stable financial structure of the bank had depended upon one **set of definitions of the situation**: belief in the validity of the interlocking system of economic promises men live by.
- **Public definitions of a situation can affect subsequent developments.**
- “The self-fulfilling prophecy is, in the beginning, a *false* definition of the situation evoking a new behavior which makes the originally false conception come *true*.”
- “The specious validity of the self-fulfilling prophecy perpetuates a reign of error. For the prophet will cite the actual course of events as proof that he was right from the very beginning.”

Merton, R. K. (1968). *Social Theory and Social Structure*. Simon and Schuster.

The Thomas Theorem and racial prejudices

- How can the Thomas Theorem help to explain racial prejudices?

"If men define situations as real, they are real in their consequences." (W. I. Thomas)

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“I don’t know whether the labor unions and their bosses really hate me. That does not matter but I know I am not in their union.” (Baldwin, 1969)

James Baldwin and Paul Weiss's Debate On Discrimination in America | The Dick Cavett Show. <https://www.youtube.com/watch?v=hzH5IDnLaBA> (10:16)

The Thomas Theorem and racial prejudices

- “As a result of their failure to comprehend the operation of the self fulfilling prophecy, many Americans of good will (sometimes reluctantly) retain enduring ethnic and racial prejudices. They experience these beliefs, not as prejudices, not as prejudgments, but as irresistible products of their own observation.” (Merton, 1968)



- “I don’t know whether the labor unions and their bosses really hate me. That does not matter but I know I am not in their union.” (Baldwin, 1969)

James Baldwin and Paul Weiss's Debate On Discrimination in America | The Dick Cavett Show. <https://www.youtube.com/watch?v=hzH5IDnLaBA> (10:16)

Labor unions and racial prejudice

Observation:

- “The Negro is a strikebreaker”
- “The Negro, with his “low standard of living,” rushes in to take jobs at less than prevailing wages.”

Conclusion:

- “A fair-minded white citizen strongly supports a policy of excluding Negroes from his labor union”

Note that “Negro” as a term is not used anymore and it should not be used because it has been used offensively. In the 60s it was still used similarly to the term black today but debates about the use of the term were already starting.

Mistake:

- Unionist fails to see that he and his kind have produced the very “facts” which he observes.
- Negroes were strikebreakers because they were excluded from unions (and from a wide range of jobs) rather than excluded because they were strikebreakers

Merton, R. K. (1968). *Social Theory and Social Structure*. Simon and Schuster.

The Thomas Theorem & Sociological thinking

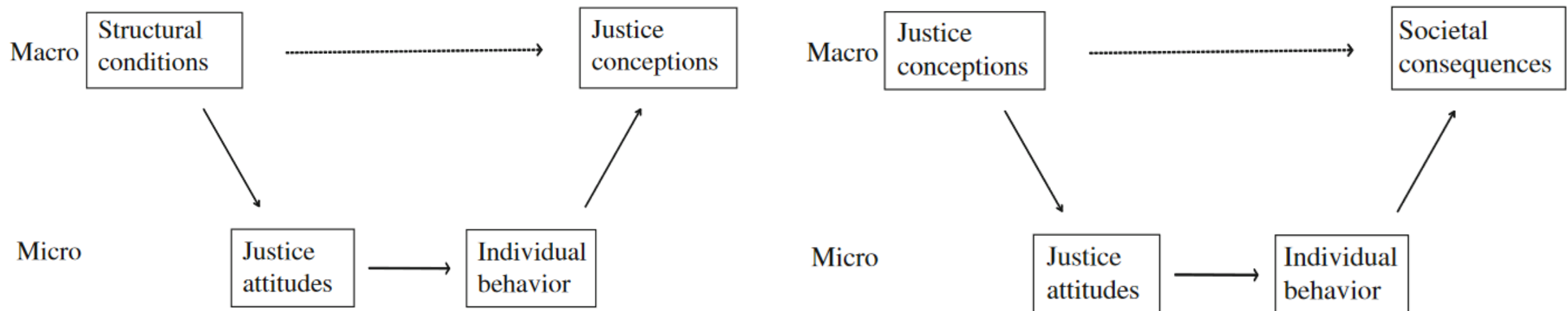
- **Social intelligence and good will are themselves *products* of distinct social forces.**
- They are not brought into being by mass propaganda and mass education
- In the social realm, no more than in the psychological realm, do false ideas quietly vanish when confronted with the truth.
- millions of depositors no longer have occasion to give way to panic-motivated runs on banks simply because deliberate **institutional change** has removed the grounds for panic. (establishment of the Federal Deposit Insurance Corporation)
- Blind panic and racial aggression are not rooted in human nature. These **patterns of human behavior are largely a product of the modifiable structure of society.**

Merton, R. K. (1968). *Social Theory and Social Structure*. Simon and Schuster.

Other examples?

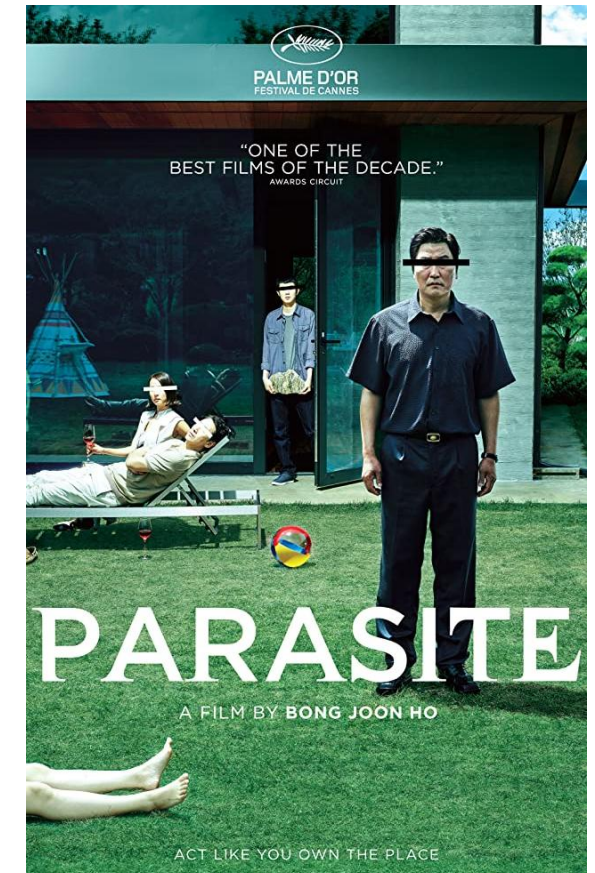
Asyl

- “Asylsuchende ist es nicht erlaubt zu arbeiten”
- “Asylsuchende arbeiten nichts” – “Asylsuchende sind faul” –
- “Asylsuchende gehören nicht zur Solidargemeinschaft” –
- “Asylsuchende sollen nicht die gleichen Rechte genießen wie die autochtone Bevölkerung”



2 common simplifying misconceptions

- People have bad personalities → thus they are acting in a bad way
 - Undersocialized and individualized view
- People have been raised in bad environments → thus they are acting in a bad way
 - Oversocialized and individualized view
- Where do “bad personalities” and “bad environments” come from?
 - These factors themselves can result from structural and/or individual characteristics.



Four areas of Sociological Justice research

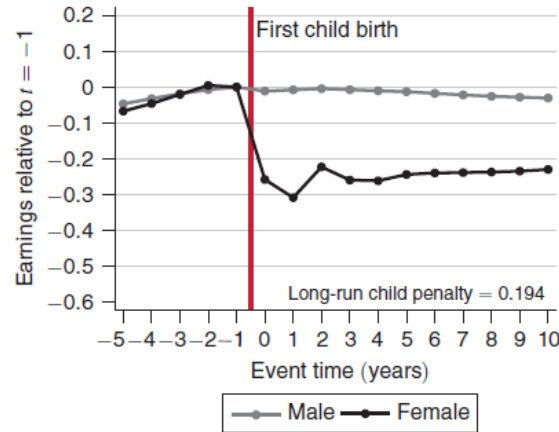
1. Identifying Conceptions of Justice Within Societal Institutions
 - Idea: Conceptions of justice materialize in societal institutions
 - Examples: Esping-Andersen (1990) welfare regime: Income splitting
2. Identifying Conceptions of Justice in Societal Discourses
 - Idea: Shared conceptions of justice may not yet be part of the blueprints and allocation practices of existing institutions but are already an integral part of public debates
 - Example: Rotman (2014): justice conceptions use in parliamentary debates: Meritocracy
3. The Social Conditionality of Justice Attitudes
 - Idea: What determines individuals' feelings/perceptions of injustice is determined by structural conditions
 - Examples: Relative deprivation, Equity: Social comparison research
4. Behavioural Consequences of Justice
 - Idea: Societal norms and attitudes affect how people behave in certain situations
 - Examples: Other related justice and the homology between the type of social relationship and the dominant justice principle - Dictator game in small scale societies

Conceptions of Justice Within Societal Institutions

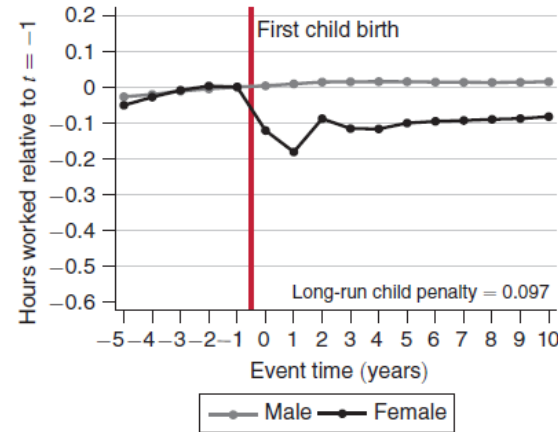
“motherhood wage penalty”

I do not know whether societies value women less than men, but I know that women earn less income than men.

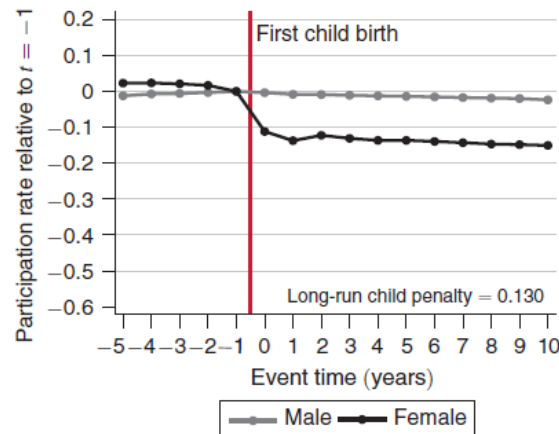
Panel A. Earnings



Panel B. Hours worked



Panel C. Participation rates



Panel D. Wage rates

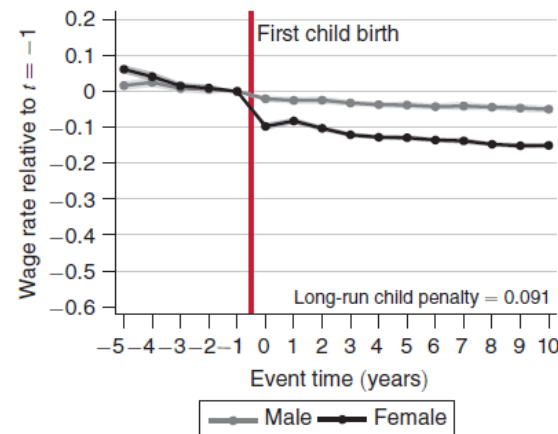
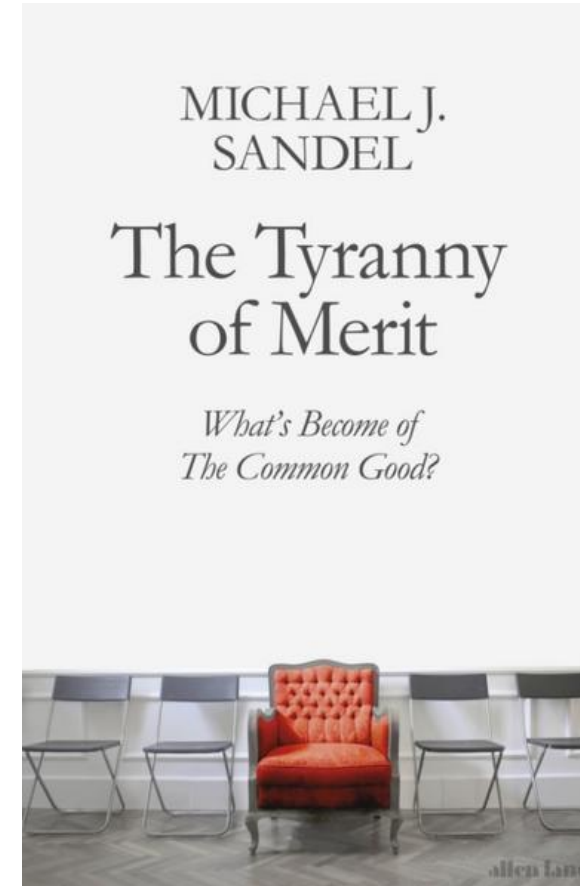
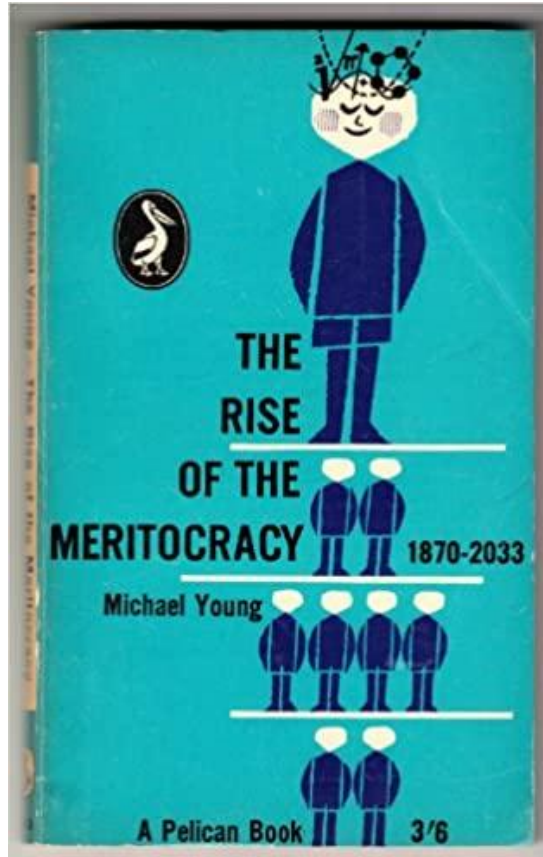


FIGURE 1. IMPACTS OF CHILDREN

Kleven, Henrik, Camille Landais, and Jakob Egholt Sogaard. 2019. 'Children and Gender Inequality: Evidence from Denmark'. *American Economic Journal: Applied Economics* 11(4):181–209. doi: [10.1257/app.20180010](https://doi.org/10.1257/app.20180010).

“The Britain of the elite is over. The new Britain is a meritocracy.”
Tony Blair, 1997



<https://www.theguardian.com/theguardian/2001/feb/14/features11.g>
21

Behavioural Consequences of Justice & Social Conditionality of Justice Attitudes

<p>Type 1</p> <p>Solidary communities:</p> <p>Family</p> <p><i>Need</i></p>	<p>Type 2</p> <p>Hierarchical relationships:</p> <p>Organization</p> <p><i>Entitlement</i></p>
<p>Type 3</p> <p>Long-term social exchange relationships:</p> <p>Nonhierarchical networks, peer groups, cooperatives</p> <p><i>Equality</i></p>	<p>Type 4</p> <p>Short-term economic exchange relationships: Market</p> <p><i>Equity</i></p>

Source: Authors' compilation based on Fiske (1993)

Again, definitions of the situations (are we a family / are we a solidarity community) are decisive + other mechanisms influence the interpretation (e.g. self-interest)

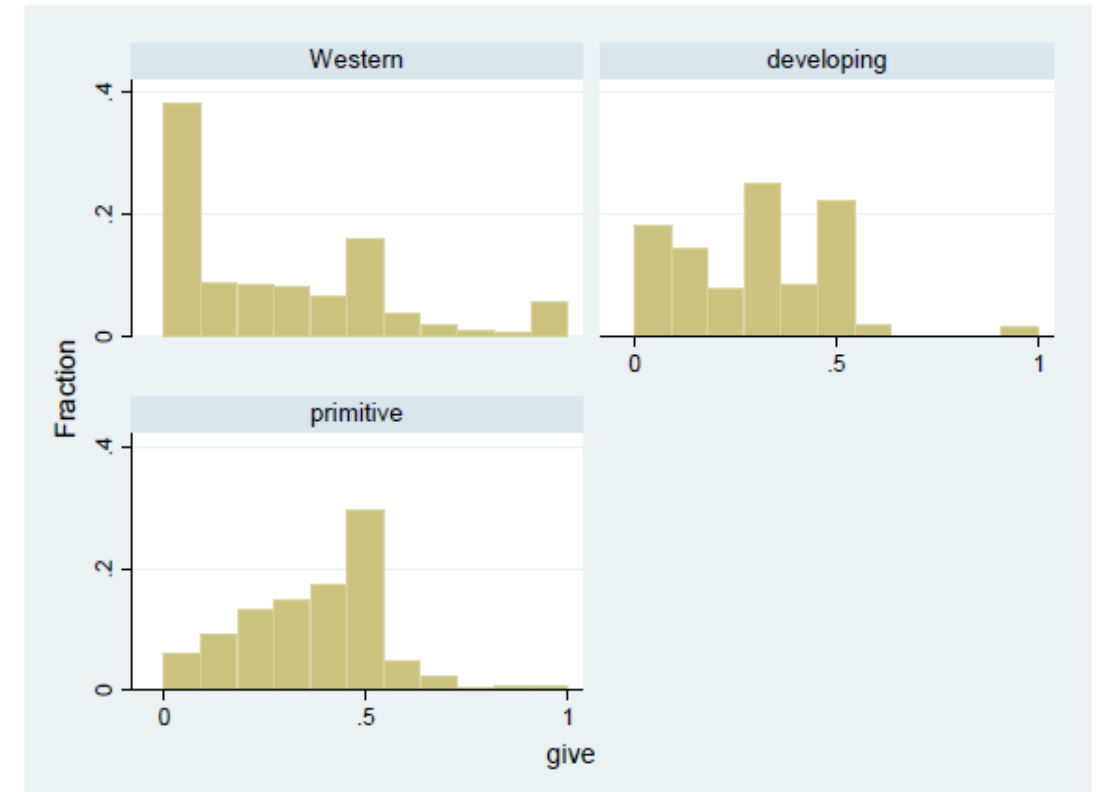


Figure 9
Society of Origin

Henrich, Joseph, Robert Boyd, Samuel Bowles, Colin Camerer, Ernst Fehr, Herbert Gintis, and Richard McElreath. 2001. "In Search of Homo Economicus: Behavioral Experiments in 15 Small-Scale Societies." *American Economic Review*, 91(2): 73-78.

Outcome-related justice attitudes

A 50-year-old woman with no vocational training has two children. She works as a clerk and has a lot of job experience. She has worked for the organization for a long time. Her monthly gross earnings total 1,200 euro (before taxes and extra charges).

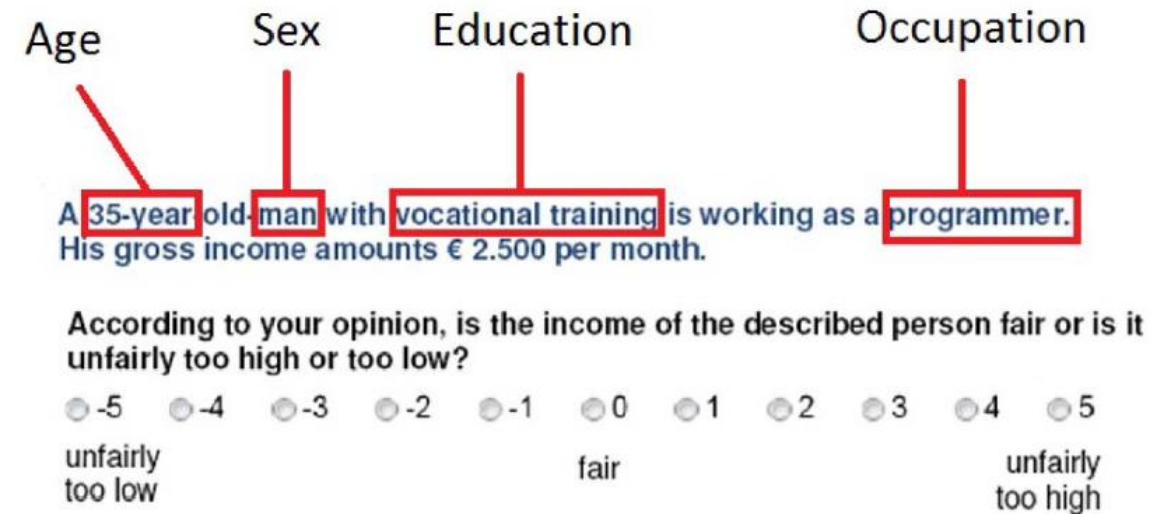
Are the monthly gross earnings of this person fair, or are they, from your point of view, unfairly high or low?

Unfairly low					Fair	Unfairly high				
-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Auspurg, K., Hinz, T., & Sauer, C. (2017). Why Should Women Get Less? Evidence on the Gender Pay Gap from Multifactorial Survey Experiments. *American Sociological Review*, 82(1), 179–210.

Factorial Survey Idea

- A combination of experimental and survey based research
- Respondents evaluate short descriptions (vignettes) of objects and situations
- Researchers randomly (or quasi-randomly) vary the attributes (dimensions) of these descriptions
- Typically respondents evaluate several of these vignettes



Source Katrin Auspurg, Factorial Survey Experiments, PhD Seminar
March 2019

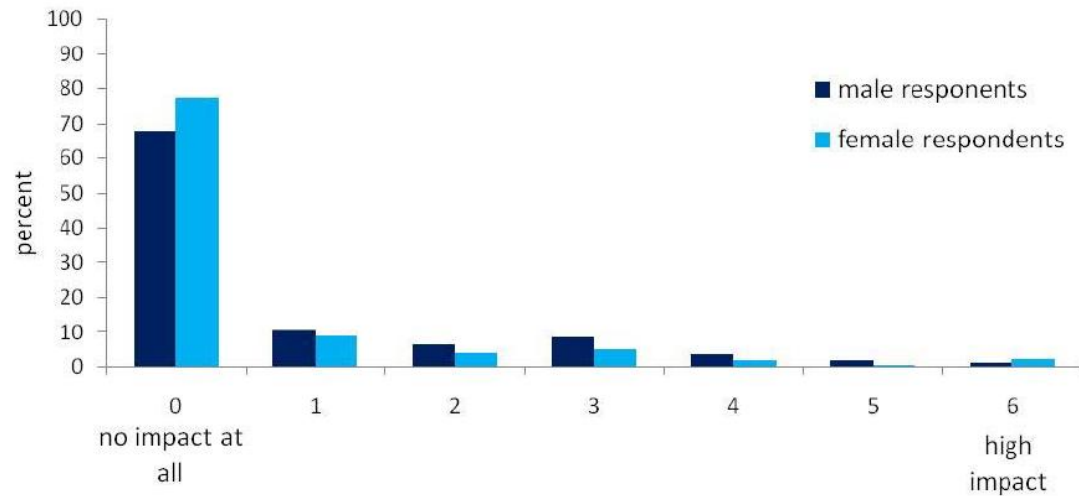
Research goals of factorial surveys

- “What information do respondents use to make judgments. How may such information be used? And how do individuals differ in the ways in which information of different sorts is combined?”
(Rossi/Anderson 1982: 19)
- Pros:
 - Experimental design which enables the causal analysis of (single & combined) factors which are typically confounded in the field
 - Larger and possibly representative Samples compared to standard experimental research (higher external validity)
 - Indirect evaluations which may reduce “social desirability bias”
- Close relative: Multi-factorial design (“conjoint experiment”)
 - Simulation of 2 or more complex situations / options in which respondents have to weigh different dimensions against each other

Just? Gender Pay Gaps

Direct question

"According to your opinion, which impact should have the following aspects for the amount of fair earning? – sex of employees"



Source: Project „Factorial Survey Design“, general population sample with about 1,600 resp.

Factorial Survey

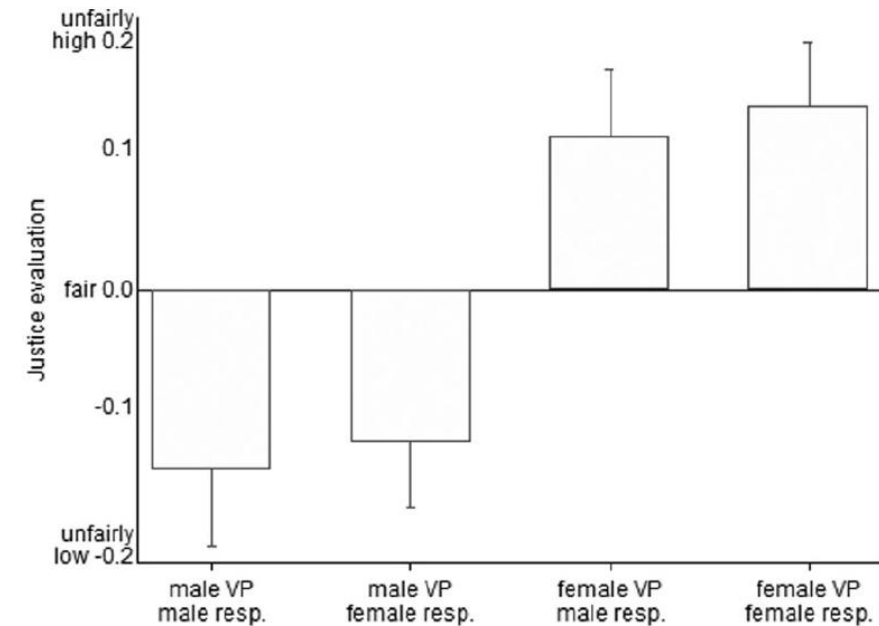
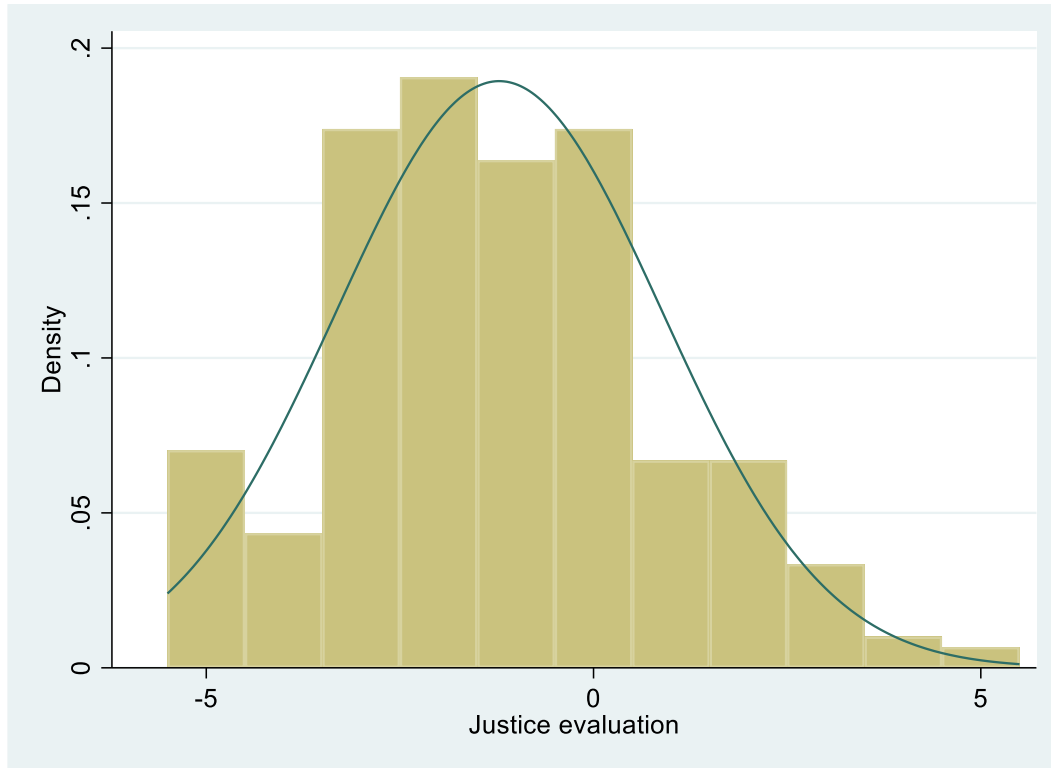


Figure 2. Mean Ratings of Male and Female Vignette Persons by Respondents' Gender
Note: The figure shows the mean evaluations of male and female vignette persons given by male and female respondents attached with a standard error. The coefficients result from a generalized least square (GLS) regression controlling for the vignette person's age, educational level, occupation, and gross earnings (adjusted to the mean). $n = 13,840$ vignette judgments of $n = 845$ female respondents; and $n = 12,367$ vignette judgments of $n = 759$ male respondents.

Source Katrin Auspurg, Factorial Survey Experiments, PhD Seminar
 March 2019

Distribution of justice evaluations



Simple OLS regression

```
. reg justice i.sex2 i.age siops10 lninc i.respssex respage lnrespmean lnrespcinc
```

Linear regression

Number of obs = 190
F(8, 18) = 30.12
Prob > F = 0.0000
R-squared = 0.4496
Root MSE = 1.5924

(Std. err. adjusted for 19 clusters in id_numeric)

justice	Coefficient	Robust std. err.	t	P> t	[95% conf. interval]	
sex2						
woman	.0820506	.1780999	0.46	0.651	-.2921235	.4562247
60.age	-.0547179	.1962834	-0.28	0.784	-.4670941	.3576583
siops10	-.4125687	.0969546	-4.26	0.000	-.6162628	-.2088746
lninc	2.918148	.2442991	11.94	0.000	2.404894	3.431401
2.respssex	-.1353575	.321975	-0.42	0.679	-.8118018	.5410868
respage	-.0739094	.1053323	-0.70	0.492	-.2952044	.1473856
lnrespmean	-.2991277	.4012034	-0.75	0.466	-1.142025	.5437693
lnrespcinc	-.409631	.2896703	-1.41	0.174	-1.018206	.1989437
_cons	-15.48359	3.024702	-5.12	0.000	-21.83825	-9.128922

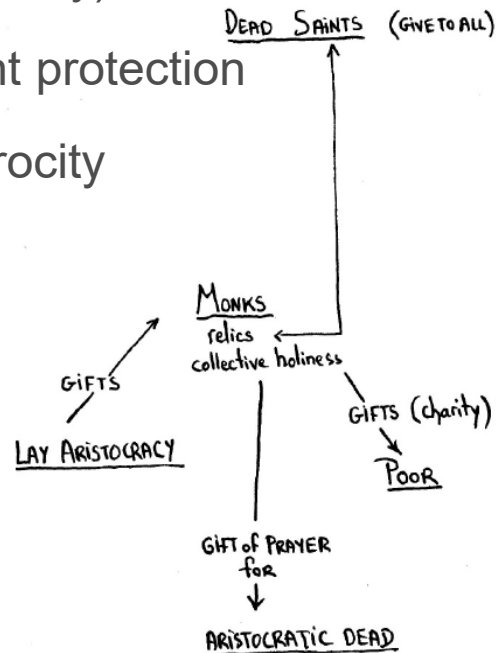
Reminder

What is a social institution?

- normally not UNO, Certain Ministries etc.
- Family, State, Religion, Marriage
- ALMP (Active Labor Market Policy)
- Pensions system, Employment protection
- Gift-giving and identity → reciprocity



The abbot leads
Charlemagne into Heaven



What is a social mechanism?

RQ: Why can (bad) institutions continue to exist?

- Psychology
 - Cognitive psychology → endowment / SQ bias (Kahnemann)
 - Social psychology → system justification theory (Jost)
- Sociology
 - Merton → Mathew effect / Thomas theorem
- Economics
 - Schelling → evolutionary game theory
 - Oström → prisoner's dilemma and collective good problem

Philippe Buc (2015): History of the Middle Ages
Marcel Mauss (1925): Die Gabe.

Gerechtigkeitsforschung in der Psychologie

Grundlage: Gollwitzer, M., & van Prooijen, J.-W. (2016). Psychology of Justice. In C. Sabbagh & M. Schmitt (Eds.), *Handbook of Social Justice Theory and Research* (pp. 61–82). Springer.



Reminder: Justice Research in Sociology

- What are 3 central assumptions in sociological justice research
 - Justice is a social phenomenon
 - Justice is socially determined
 - Justice is a social force
- What are some consequences of this understanding for sociological justice research?
 - Identify conceptions of justice within societal institutions & debates
 - Focus on micro-macro relations
 - micro → macro (behavioural consequences of justice norms)
 - macro → micro (social conditionality of justice attitudes)
- How can Institutions create Justice Norms / How can Justice Norms create Institutions?
 - Thomas Theorem: "If men define situations as real, they are real in their consequences."

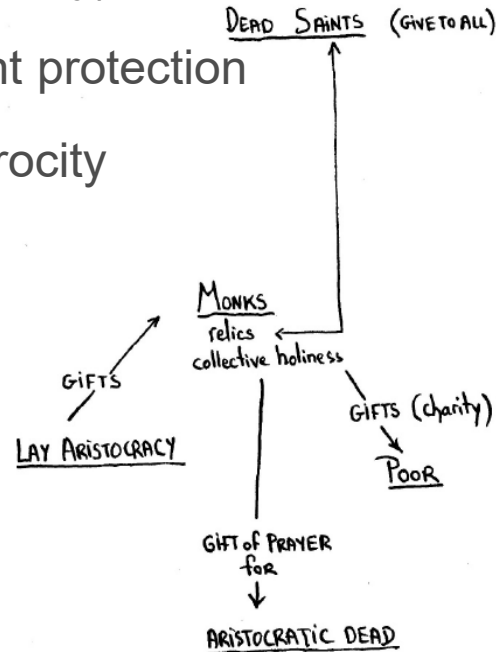
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Social mechanisms act like social forces

- Example: Homophily → people tend to gravitate toward similar others

What is the (or one important aspect of the) unique psychological view/approach in social sciences?

- Philosophy: what is just → normative (= what *ought* to be just according to certain moral principles)
- Psychology: what is perceived as just (how people *think and feel* about justice and how do they *react* in certain situations)
- Justice research in 3 levels:
 - Justice “within” the individual → what is the justice mechanism?
 - Justice between individuals (interpersonal justice) → how can the justice mechanism explain people’s behaviour towards others?
 - Justice between groups (intergroup justice) → how can the justice mechanism explain people’s behaviour towards other groups?
- 3 levels in how the mechanism operates and not in the level of analyses → the individual

Justice „within“ people

- Three topics:
 1. Justice related motives
 - Is justice a „primordial“ motive?
 2. Personality traits
 - Do people differ in justice related attitudes and behavioural dispositions?
 3. Moral self
 - How do people uphold a positive moral self-concept?

Is justice a „primordial“ (basic) motive?

Contra?

Pro?

Is justice a „primordial“ (basic) motive?

Contra?

- People strongly react if they think they themselves are treated unfairly
- Such perceptions can create strong emotional reactions (anger, resentment, ...) and motivations to restore justice
 - Equity: own input-output relation should not differ from those of others
 - Procedural justice: own voice
 - Retributive justice: just punishment
- Idea: Aversiveness of negative inequality reflects a rational self-interested concern.

Focus on self-oriented concerns

Pro?

- People respond if they think others are treated unfairly
- Donate/reject when offered money (even if they do not directly profit)
 - Respond to advantageous inequity → I get unfairly too much
 - People are willing to punish offenders (even if they do not directly profit)
 - People can feel “empathic concern”
- Idea: Aversiveness of positive inequality shows that a prime justice motive exists – people need to see/establish a just world

Focus on other-oriented concerns

Is justice a „primordial“ (basic) motive?

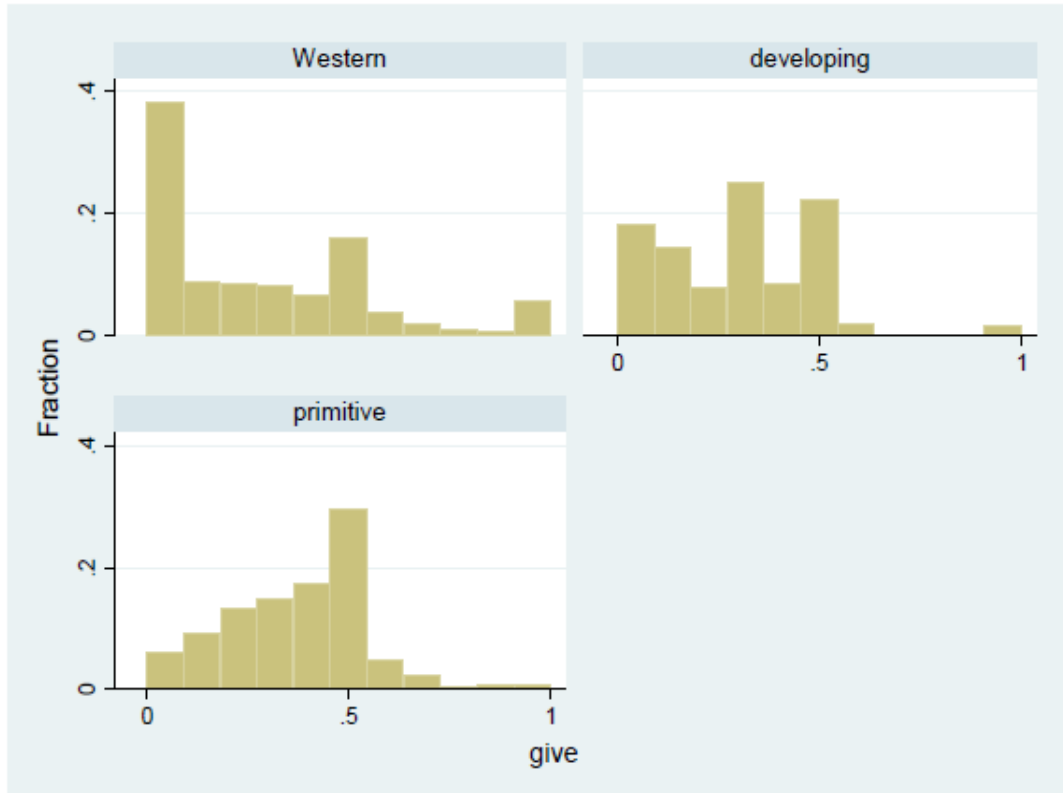


Figure 9
Society of Origin

Henrich, Joseph, Robert Boyd, Samuel Bowles, Colin Camerer, Ernst Fehr, Herbert Gintis, and Richard McElreath. 2001. "In Search of Homo Economicus: Behavioral Experiments in 15 Small-Scale Societies." *American Economic Review*, 91(2): 73-78.
Fehr, Ernst, and Klaus M. Schmidt. 1999. "A Theory of Fairness, Competition, and Cooperation." *The Quarterly Journal of Economics* 114 (3) : 817-68.

A THEORY OF FAIRNESS, COMPETITION, AND COOPERATION 823

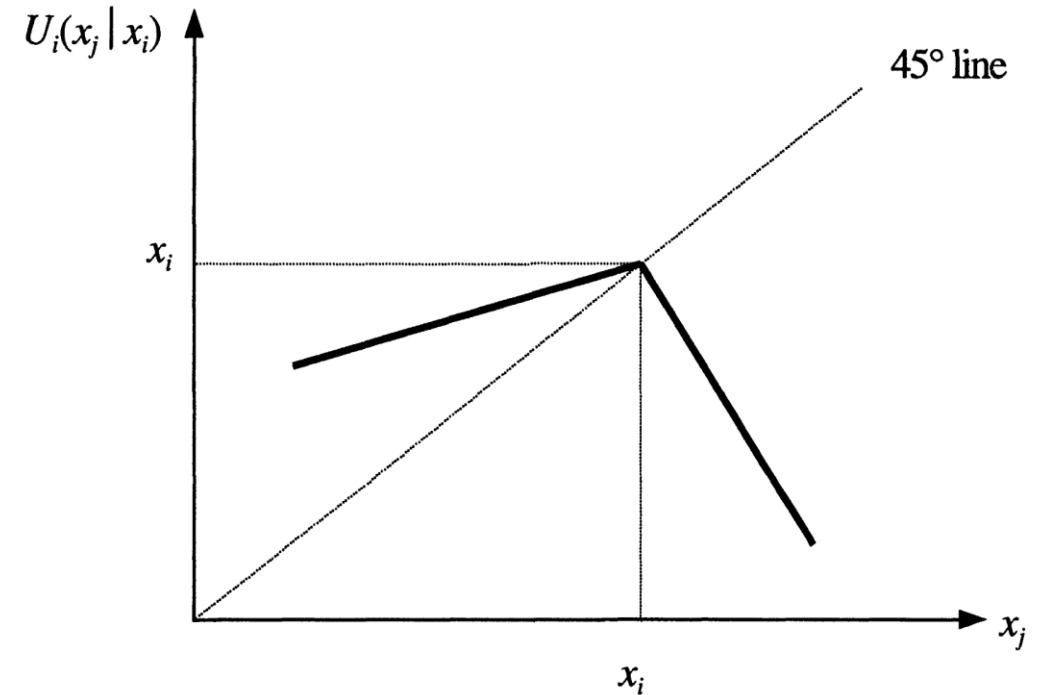
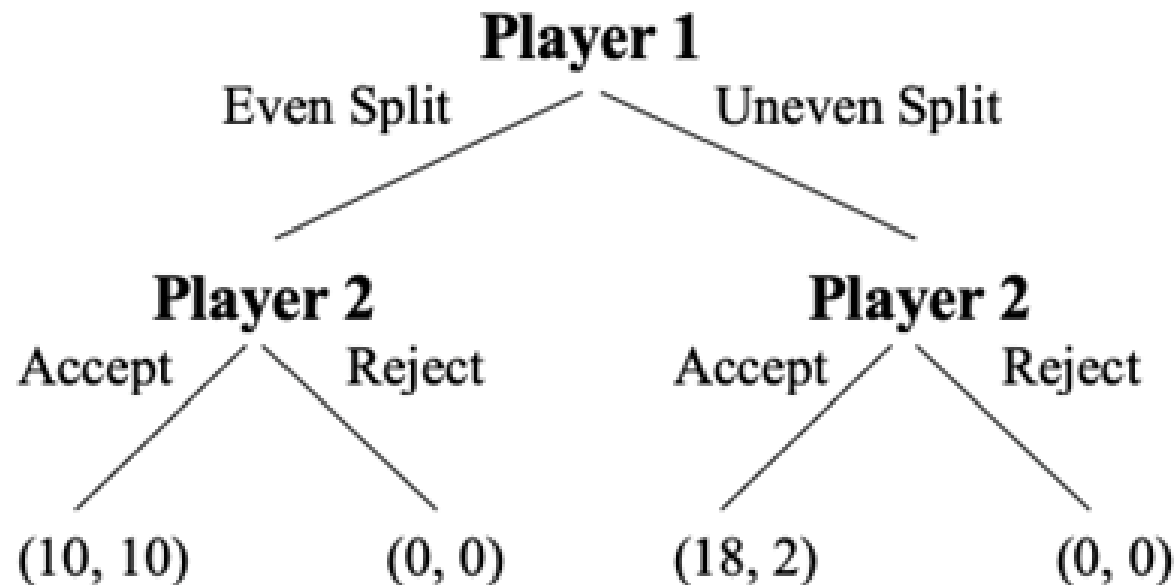


FIGURE I
Preferences with Inequity Aversion
utility of player i as a function of x_j for a given income x_i

The Ultimatum game

One player, the proposer (Player 1), is endowed with a sum of money. The proposer is tasked with splitting it with another player, the responder (Player 2). Once the proposer communicates their decision, the responder may accept it or reject it. If the responder accepts, the money is split per the proposal; if the responder rejects, both players receive nothing.



Extensive form representation of a two-player two proposal ultimatum game.

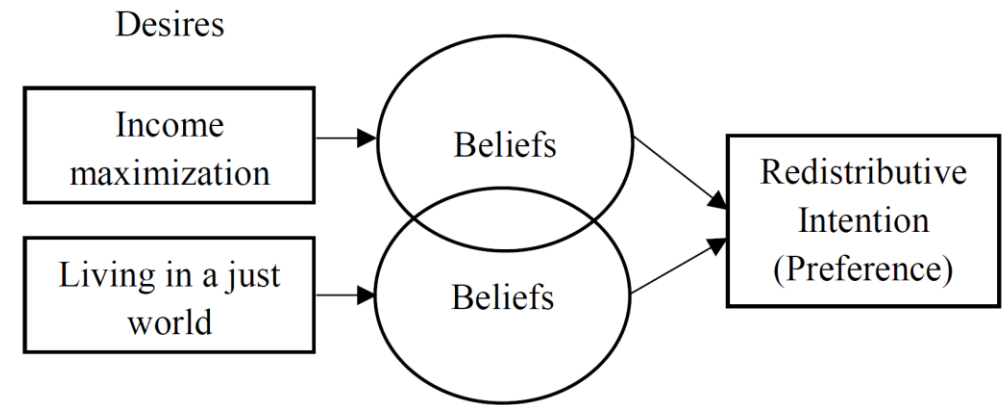
This “two basic mechanism approach” is VERY popular in social sciences (especially in sociology)

Theory Examples

Idea: two basic mechanisms of human motivation
= interests [self-oriented] & values [other-oriented]

- Max Weber (1921): instrumental (zweckrational) and value-rational (wertrational) action
- Lindenberg (1990): homo oeconomicus and homo sociologicus
- Elster (1989, 1998): selfishness and altruism
- Fehr et al. (2002) self-interest and strong reciprocity (social preferences)
- Hall and Taylor (1996) calculus and cultural explanation.

Empirical application



Others have argued in favor of a board rationality concept (Opp 2013) or that more fine-grained distinctions are needed to explain human action (Esser and Kroneberg 2015; Lindenberg and Steg 2007).

Kalleitner, Fabian. “Explaining Preferences for Redistributive Taxation.”

3 fundamental questions in social sciences (that includes economics)

- What is agency?
- What is social structure?
- What constitutes social change?

See: Joas/Knöbl (2013): Sozialtheorie. Suhrkamp, F.a.M.

Is justice (thinking) a personality trait?

Self- vs. other-regarding

- Is the way a person is self- vs. other-regarding a personality trait? → Idea: what is rational depends on my trait
 - Social value orientation (SVO)
 - Prosocial
 - Individualistic
 - Competitive
 - Prosocials value egalitarianism, care more about well-being of others and their voice
 - See also justice sensitivity
 - Maybe belief in a just world is a personality trait? Justice as a need vs. a belief

What is a personality trait?

- Consistent patterns of thoughts, feelings, and behaviors
- Relatively stable over time and across situations
- Shape how people respond to various experiences and interact with others
 - Big 5: Openness, conscientiousness, extraversion, agreeableness, neuroticism
 - Heavily criticized also within psychology
- Often traits help to *predict* behaviour but provide little info. what *causes* the behaviour

How can we believe that we are just?



How do “egoists” manage to save face

- I act unjustly because otherwise, I would have been exploited (everybody is an egoist hence it is rational to act egoistically)
- I act unjustly now because I was just before ([thinking of] prior good creates moral credit)
 - “moral hypocrisy” or “moral disengagement”
 - Finding moral justifications:
 - I harm because they harmed
 - Sanitizing or euphemistic : stealing as borrowing
 - Denying responsibility: Only executing orders
 - Minimizing the harm: lying creates no harm
 - Attributing harm or dehumanizing: some people deserve to be treated like animals

Cognitive dissonance

- What is it?
 - “mental disturbance” people feel when they realize their cognitions and actions are inconsistent or contradictory
- Techniques to resolve this?
 - Change the behavior or the cognition
 - Justify the behavior or the cognition
 - Justify the behavior or the cognition by adding new behaviors or cognitions
 - Ignore or deny information that conflicts with existing beliefs

Trump: „Bin kein Nazi“

Psychologie

Wenn sich Ehrlichkeitsforscher gegenseitig betrügen

31. Juli 2023, 16:41 Uhr | Lesezeit: 2 Min.

<https://orf.at/stories/3374177/>; Monty Python's Life of Brian;

<https://www.sueddeutsche.de/wissen/doppeltgelogen-forscher-ehrlichkeit-unehrlich-1.6083498>

Justice and social settings

- Idea = evolutionary: justice as necessary to establish egalitarianism and reciprocity among societies who depend on that
- Desire for fairness – stems from *concerns about interpersonal relations* and not necessarily from concerns about self/others
- Being treated unfairly taken as a signal for low status, exclusion, distrust
 - Care for my standing in the group

Assessing justice in social settings

- People rely on cues (Hinweise/Singale)
 - “people experience feelings of injustice when they believe that they are being deprived of a valuable commodity that they feel entitled to, given what comparable others get, or given specific or generic norms of conduct”
- Examples:
 - Rules: Relative deprivation, equity rule, equality, and need
 - Context:
 - Social relationships create a shared moral framework
 - Fair procedures – especially people share a similar identity
 - Respect especially valued of the marginalized

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Enforcing and restoring justice in social settings

Enforcing Justice

- Main reason for punishment:
 - seeking to **restore** order and not **preventing** further harm
- Idea: punishment necessary for survival
 - Suggests punishment motivated by social motivations
- Punishment important for groups more than for individual
 - punishment more likely if group threat exists and one is an ingroup member
 - Altruistic punishment
 - Possibilities for punishment tend to create more cooperation and reciprocity but may affect moral judgement

Restoring justice

- Main goal of restoring justice
 - Repairing harm vs. forgiving offender
- Compensating more likely to ingroup
- Forgiving more likely if relationship to offender is important
- Restoring only after punishment thoughts
- Forgiveness can be income maximizing:
 - tit-for tat in prolonged interaction → trust central
→ see also this game: <https://ncase.me/trust/>

Crowding out of internal motivation / erosion of social norms

Observation

- Parents often pick up their children too late from the Kindergarten.

Result

- Parents are now even more likely to pick up their children too late from the Kindergarten.

Solution

- Introduce a fine (10\$) for every time a parent picks up their children late.

Explanation

- The fine reduces the moral costs of picking up your children late.
- Similar results for show up for work bonuses

Alfitian, Jakob, Dirk Sliwka, and Timo Vogelsang. 2023. "When Bonuses Backfire: Evidence from the Workplace."

Gneezy, Uri, and Aldo Rustichini. 2000. "A Fine Is a Price." *The Journal of Legal Studies* 29(1):1–17.

Intergroup Dynamics: Between Group Justice

Injustice of/towards outgroup members

- Injustice to other groups
 - Ingroup justice orientation no guarantee for outgroup justice orientation
- Moral exclusion (different standards)
 - Scope of justice
 - Secondary emotions (pity, regret) [prim.:anger, fear] more likely in interactions with ingroup members
- Ingroup favoritism
 - Partly driven by justice concerns
 - Need to protect ingroup and punish outgroup (even altruistically)
 - People do not care that much about injustice within outgroups

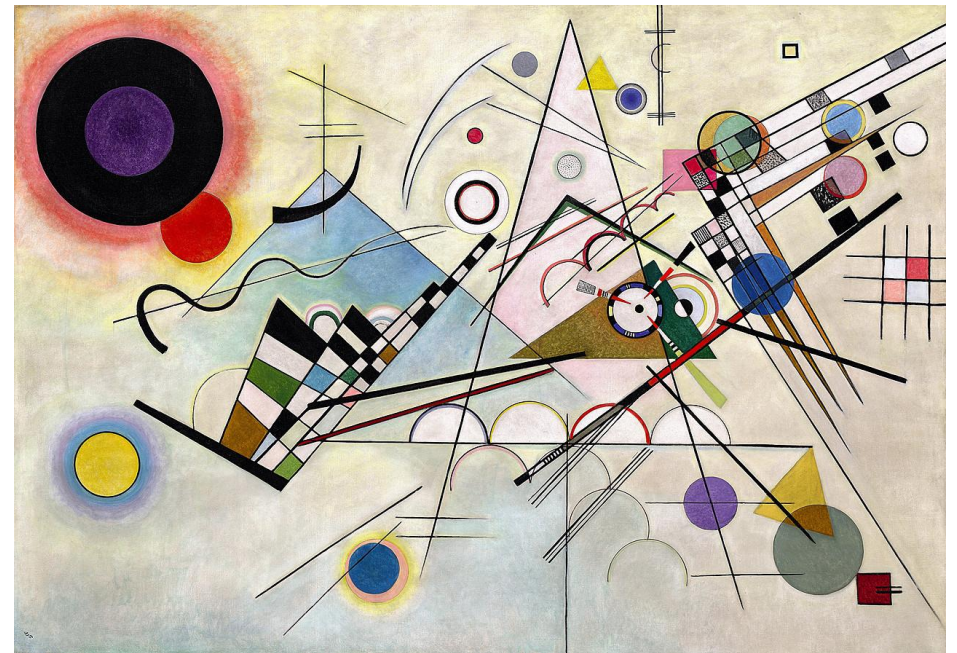
Responding to intergroup injustice

- Injustice often very subtle:
 - racial discrimination, gender discrimination
- Difficult to spot injustice at different levels:
 - being personally underpaid vs. being underpaid as a group (or as member of that group)
 - statistical vs. taste-based discrimination
- “group-based injustice” (fraternal deprivation):
 - Group response to injustice needs
 - belief in victim of injustice
 - shared identity
 - sense of efficacy

What painting do you like more?



Painting A



Painting B

What painting do you like more?



Painting A



Painting B

What painting do you like more?



Painting A



Painting B

- If you like more painting A you are in the Wassily Kandinsky group.
- If you like more painting B you are in the Paul Klee group.

If you think about the possibility to do a presentation with a potential colleague from this class, **would you rather do this presentation with a member of the Kandinsky group, a member of the Klee group, or do you have no preference?**

- I like to do a presentation with a member of the
 - a) Klee group
 - b) Kandinsky group
 - c) I do not have a preference

You hear that one member of the class complains to another person that a colleague in their group does not contribute to their presentation? Both persons in the presentation group belong to the Kadinsky group.

- **Which of these options would you recommend to this person?**

(imagine no other options are possible)

- a) The person should just continue working as if the person contributes.
- b) The person should punish the other person by not working themselves
- c) The person should increase their own workload.

What did you answer?

- I like to do a presentation with a member of the
 - a) Klee group
 - b) Kandinsky group
 - c) I do not have a preference
- Which of these options would you recommend to this person?
 - a) The person should just continue working as if the person contributes.
 - b) The person should punish the other person by not working themselves
 - c) The person should increase their own workload.

What did you answer?

Debriefing

- If you like more paintings A you are in the **Wassily Kandinsky group**.
- You were assigned to the Kadinsky group but **you actually liked paintings from Paul Klee more**.
- Paul Klee painted all paintings A.
- If you like more paintings B you are in the **Paul Klee group**.
- You were assigned to the Klee group but **you actually liked paintings from Wassily Kandinsky more**.
- Wassily Kandinsky painted all paintings B.
- In the original experiment Tajfel (1971) randomized the paintings to the groups
- Result: **mere categorization of ingroup and outgroup creates ingroup bias** in a dictator like setting (who do you want to give points to?)

Why is it irrational to punish offenders?

- Second order free rider problem
- If punishment is costly people have not direct interest in punishing offenders/free-riders.
- This should be especially problematic with large groups because it is more difficult to observe free-riders and to organize punishment and the direct benefit to punishing one offender decreases with group size.
- What does the psychological literature say here?

Olson (1965)

Gerechtigkeitsforschung in der Ökonomie

Grundlage: Konow, J., & Schwettmann, L. (2016). The Economics of Justice. In C. Sabbagh & M. Schmitt (Eds.), *Handbook of Social Justice Theory and Research* (pp. 83–106). Springer



Reminder: Justice Research in Psychology

- What is the main goal of psychological justice research?
 - Investigate what is *perceived* as just (how people *think and feel* about justice and how do they *react* in certain situations)
- What are the 3 main levels of psychological justice research and what do they investigate?
 - Justice “within” the individual → what is the justice mechanism?
 - Justice between individuals (interpersonal justice) → how can the justice mechanism explain people’s behaviour towards others?
 - Justice between groups (intergroup justice) → how can the justice mechanism explain people’s behaviour towards other groups?
- What could be an example for a fundamental psychological justice mechanism?

What is the (or one important aspect of the) unique economics view/approach in social sciences?

- Classical economics:
 - also includes question what is just → normative (= what *ought* to be just according to certain moral principles): Aristoteles, Mercantilists, Smith, Mill, etc.
- Neo-classical economics:
 - social justice is an empty concept – people are rational interest maximisers
- Modern (esp. behavioural) economics:
 - justice is an important concept to understand human action
- Chapter focuses heavily on distributive justice (no strong altruism and strong reciprocity)
- Material self-interest is still the baseline everything has to be compared to → cheap talk
 - “we consider evidence from both incentivized economics experiments and self-reported surveys”



Rational choice and fairness: what creates cooperation and growth?

- It is not from the benevolence of the butcher, the brewer, or the baker, that we expect our dinner, but from their regard to their own interest. We address ourselves, not to their humanity but to their self-love, and never talk to them of our own necessities but of their advantages.
- What does Smith want to say here?

Adam Smith, An Inquiry into the Nature & Causes of the Wealth of Nations, Vol 1

Backward induction in multi-stage games

The game

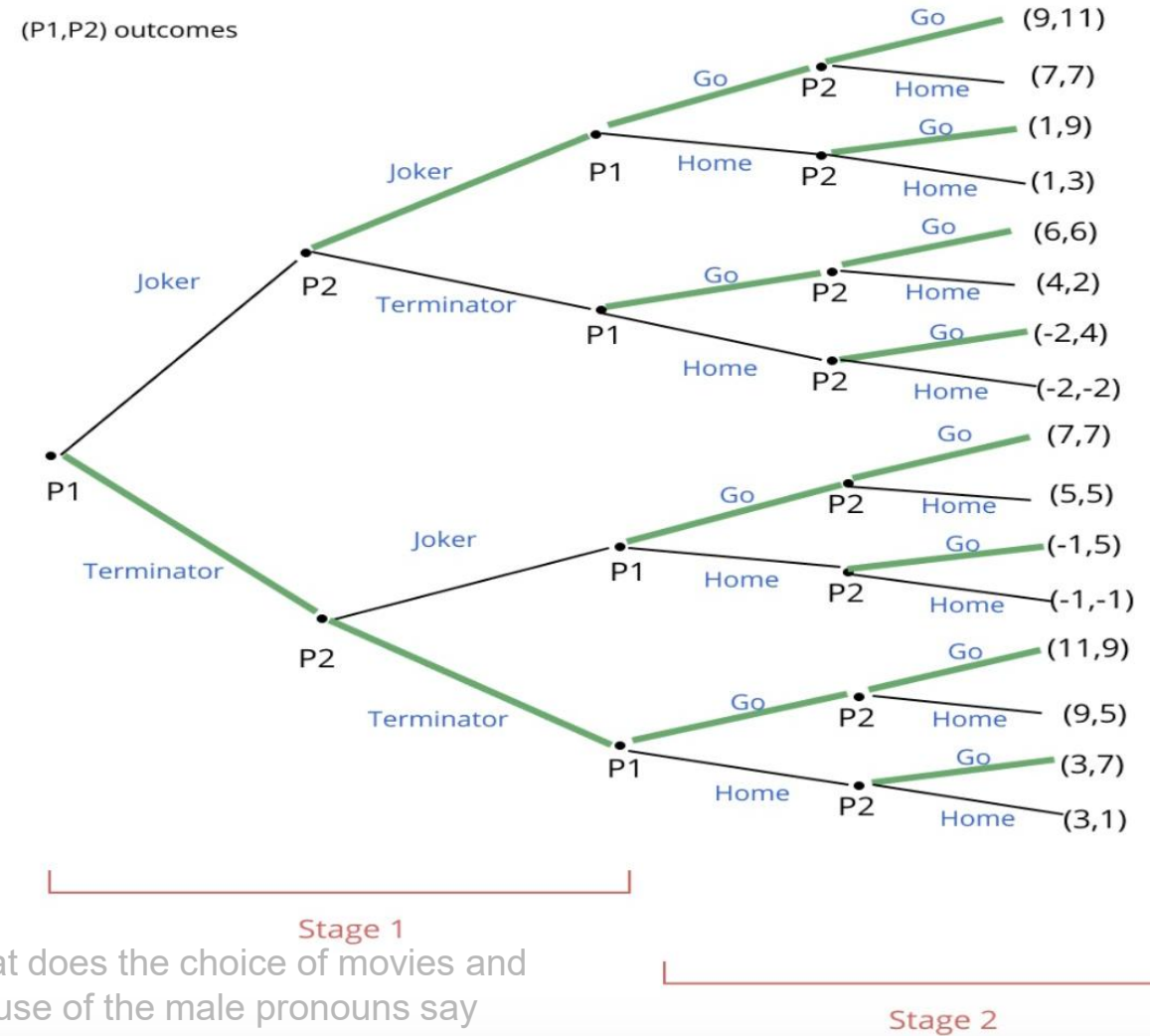
- Player 1 wants to watch The Terminator, and Player 2 wants to watch Joker.
- Player 1 will buy a ticket first and tell Player 2 about their choice.
- Next, Player 2 will buy their ticket.
- As in the first stage, Player 1 chooses whether to go to the movie first.
- After observing Player 1's choice, Player 2 makes their choice.

Stage 1

Stage 2

		Player 2	
		Joker	Terminator
Player 1	Joker	3, 5	0, 0
	Terminator	1, 1	5, 3

		Player 2	
		Go to Movie	Stay Home
Player 1	Go to Movie	6, 6	4, -2
	Stay Home	-2, 4	-2, -2

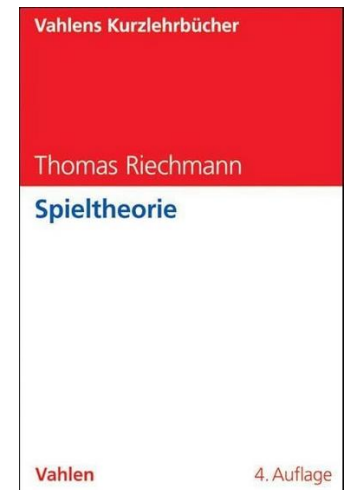
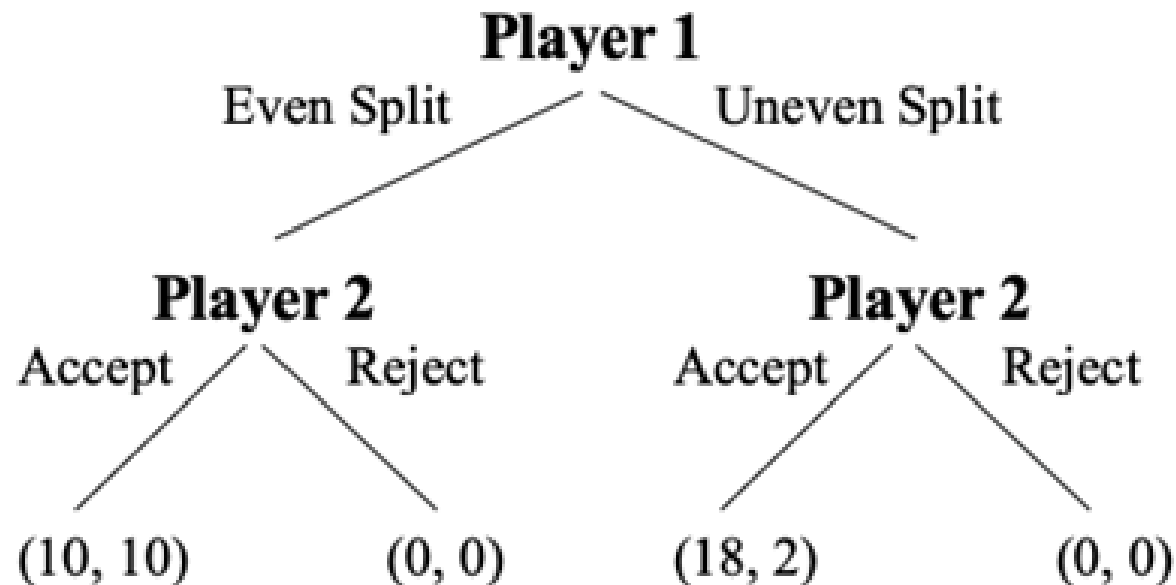


What does the choice of movies and the use of the male pronouns say about the authors of this text?

https://en.wikipedia.org/wiki/Backward_induction

The Ultimatum game

One player, the proposer (Player 1), is endowed with a sum of money. The proposer is tasked with splitting it with another player, the responder (Player 2). Once the proposer communicates their decision, the responder may accept it or reject it. If the responder accepts, the money is split per the proposal; if the responder rejects, both players receive nothing.



Extensive form representation of a two-player two proposal ultimatum game.

Results from Ultimatum games

- How do you interpret these results?

Table 2. Descriptive statistics by country.

Country	N (1)	Mean offer (2)	Mean reject (3)
Austria	1	39.21	16.10
Bolivia	1	37.00	0.00
Chile	1	34.00	6.70
Ecuador	2	34.50	7.50
France	3	40.24	30.78
Germany	1	36.70	9.52
Honduras	1	45.70	23.05
Indonesia	4	46.63	14.63
Israel	5	41.71	17.73
Japan	3	44.73	19.27
Yugoslavia	1	44.33	26.67
Kenya	1	44.00	4.00
Mongolia	2	35.50	5.00
Netherlands	2	42.25	9.24
Papua New- Guinea	2	40.50	33.50
Paraguay	1	51.00	0.00
Peru	1	26.00	4.80
Romania	2	36.95	23.50
Slovakia	3	43.17	12.67
Spain	1	26.66	29.17
Sweden	1	35.23	18.18
Tanzania	4	37.50	19.25
UK	2	34.33	23.38
US East	22	40.54	17.15
US West	6	42.64	9.41
Zimbabwe	2	43.00	8.50

Why does the standard economic assumption of rational self-interest not hold?

People make higher offers

- Mean offers are regularly 30 to 40%
- Explanations:
 - Altruism
 - Warm glow (being perceived by others as good/fair, even if choice does not help others)
 - Self-interest (dictator offers are lower)
 - Preference for equality (advantageous inequity)
 - Experimental artefacts (equality default because of no context)

People reject smaller offers

- Offers below 20% are regularly rejected
- Explanations:
 - Reciprocity (random allocations are seldomly rejected): punish bad intentions
 - Warm glow
 - Preference for equality (disadvantageous inequity)

Modelling disutility from (unfair) inequality: What kind of inequality do people dislike?

- Fehr and Schmitt 1999:
 - Inequity aversion
 - Assumes individuals dislike every kind of inequality but more inequality that indicates oneself is worse off
- Charness and Rabin 2002:
 - Subjects want to maximize utility of the worst-off person (maxmin rule or difference principle in Rawls)
 - Subjects want to maximize total utility
- Bolton and Ockenfels 2000:
 - Disutility is modelled as difference of own utility compared to average utility of all others
- Andreoni and Miller 2002:
 - Mix of :
 - selfishness,
 - equalizers, and
 - efficiency maximisers

all models assume that people additionally want to maximize self-interest

What are potential issues here?

What have we established?

- People dislike inequality, are sometimes concerned about needs or efficiency and always care about their own pay-off

What could we miss here?

An example

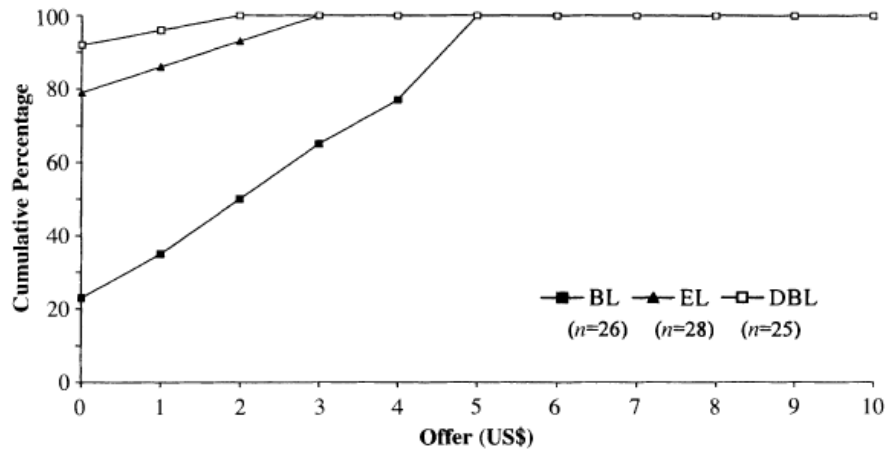


FIGURE 1. CUMULATIVE DISTRIBUTIONS OF OFFERS IN THE \$10 DICTATOR GAMES

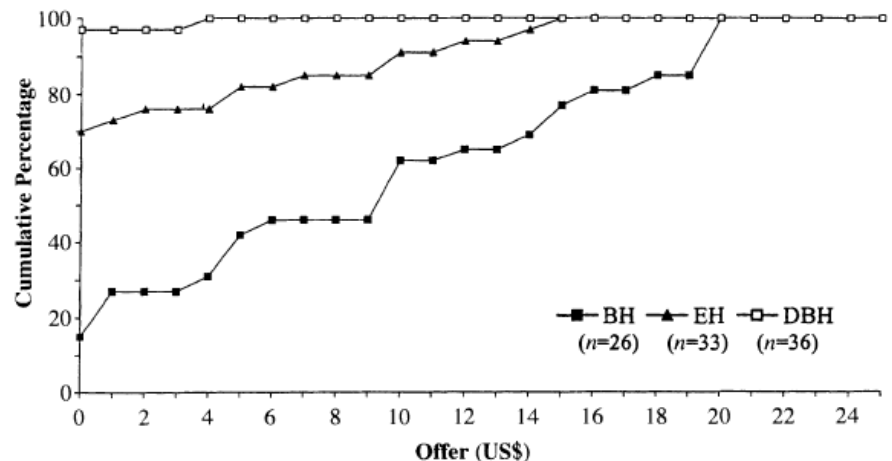


FIGURE 2. CUMULATIVE DISTRIBUTIONS OF OFFERS IN THE \$40 DICTATOR GAMES

The experiment had two stages: **earnings** and **bargaining**

- The earnings stage had subjects in participate in a money-earning session
 - Subjects earned money by taking a quiz
 - The amount earned was determined by the following rule: if the subject answered at least ten questions correctly, they would earn \$40; otherwise, they received \$10.
- Bargaining stage = dictator game
- Baseline treatment: no earnings st. vs. earnings st.
- Earnings treatment: high vs. low earnings
- Double blind treatment: anonymity from researcher

Todd L. Cherry, Peter Frykblom, Jason F. Shogren

The American Economic Review, Vol. 92, No. 4 (Sep., 2002), pp. 1218-12

Is equality always the standard for a fair outcome?

Most often equality does not mean equity (fairness)

- More often equity is understood as proportionality (of efforts and rewards)
- However, self-interest is able to attenuate the attractiveness of the proportionality rule

What problem arises here?

- What differences should be relevant and what differences should not
- Desert ("Verdienst")
 - Responsibility decides relevance:
 - Luck = unjust criterium
 - Effort = just criterium
 - Redistribution more likely if people believe that the prime cause of poverty and wealth is luck rather than effort (belief in meritocracy)

What variables should count?

Accountability principle (Konow 1996):

- 2 kinds of variables
 - Discretionary variables (effort and choices)
 - Exogenous variables (genetic traits and luck)
- People distribute proportionally according to discretionary variables and equalize according to exogenous variables
- Self-interest reduces the importance of the accountability principle
- Strongly connected to “liberal egalitarianism”

“types” of people

- Egalitarians (prefer equal earnings)
- Libertarians (leave earnings as is)
- Liberal egalitarians (adjust for investment decisions [effort] but equalize rates of returns [luck])
- Choice egalitarians (work time counts)
- Meritocrats (work time and productivity counts)
- Problems?

Issues in the literature: self-serving biases and the challenges of internal and external validity

Self-serving biases

- People deceive themselves in believing that they are acting in a fair matter
- Switching positions (dictator/subject) heavily changes attitudes about what is fair
- Fair allocations are also affected by luck: lucky participants take more
- Being able to claim more responsibility of the outcome produces more inequality: this claim can also be self-serving

Validity

- Internal validity
 - Is (perceived) effort accurately measured if people play a quiz
 - Ultimatum game & fairness: what is the problem (risk)?
- External validity
 - Can allocations after quizzes be used to speak to allocations after efforts in real-world jobs

Context is crucial: for what justice principle people use (or for how selfish they are)

Context specificity vs. Context dependence

- Rational choice in „small scale societies“
 - Justice as context-specific
 - The morality people have is decided by the context / socialization
- Rational choice in different situations
 - The weight people allocate to different justice principles is decided by the context (but all in principle have the same morals)
 - Men are more concerned about efficiency and less about equality than women

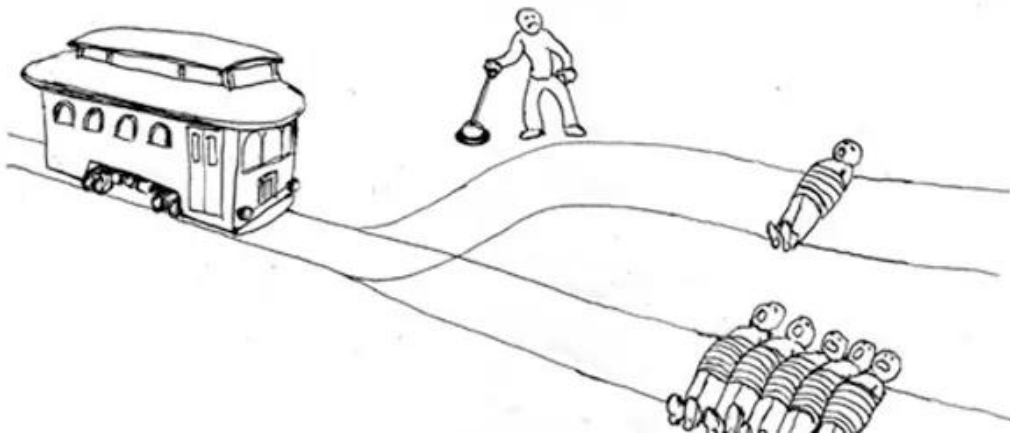
Other decisive factors

- Are stakes hypothetical or not
- Are stakes personal or not
- „Framing“ effects
 - Income cuts → unfair
 - Less inflation adjustment → fair
- Contextual information?
 - Distribution of fruits → equity/equality
 - Distribution of nutritious value → need
 - Distribution of tastes/utility → efficiency

Trade-offs & Risks

Trade-offs

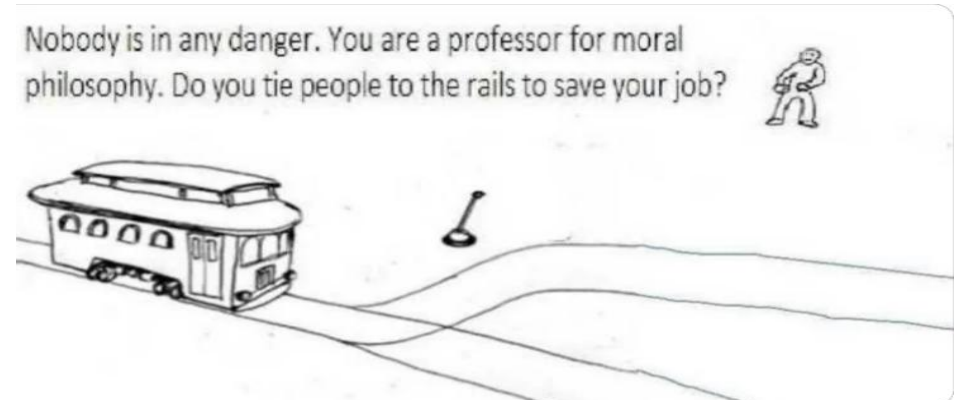
- Subjects trade-off various goals:
- e.g. need fulfillment and efficiency
- Help handicapped person or an intelligent child



The Trolley Problem

Risks

- Ex-ante fairness and ex-post fairness
- Choice egalitarian view:
 - Lucky risk takers should compensate unlucky risk takers
 - No redistribution between risk-takers and risk-avoiders



<http://shikharsachdev.com/trolley-problem/>

https://www.reddit.com/r/funny/comments/gbi869/trolley_problem_philosopher_edition/

Evolutionary dependence of justice principles?

Konow and Schwettmann

- „If a society becomes more dependent on individual effort and less on cooperation: do norms increasingly stress fairness and decreasingly reciprocity?“

Durkheim (Collective consciousness)

- mechanical solidarity
 - Simple societies characterized by direct (personal) ties between individuals
 - Solidarity arises from perceived homogeneity of people
- organic solidarity
 - Complex societies with substantial division of labor and interdependence also among persons who are not personally connected
 - Solidarity arises from perceiving interdependence of people

Durkheim: *The Division of Labour in Society*

Referate: Vertiefungsblock B: generelle Informationen

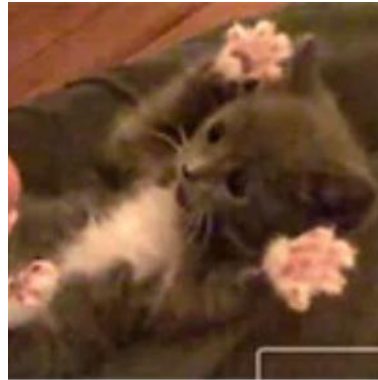
- **maximal 15 Minuten** eine empirische Studie aus 2 mögliche
 - Mindestens 1 Woche zuvor per Mail oder mündlich die Wahl ankündigen +
 - Option auf Vorbesprechung nach der Einheit 1 Woche zuvor
- wichtigsten Argumente/Ergebnisse
- Maximal 1-2 Hypothesen
- Anschließend **10-minütige Diskussion**
- 2-3 konkrete Diskussionsfragen → Fokus auf:
 - Wie wurde mit der theoretischen Grundlage umgegangen?
 - Ist die empirische Umsetzung stichhaltig?
 - Wie wurden die theoretischen Konzepte konkret empirisch gemessen und ist dies nachvollziehbar? Inwieweit sind die Ergebnisse tragfähig?
 - Wie könnte man das Design verbessern?
 - Wie könnte sinnvoll (methodisch) weitergeforscht werden?

Referate: Vertiefungsblock B: Aufbau



- Titelfolie (1 Folie)
- Fragestellung und Ziel der Studie (1 Folie)
 - Was ist die Motivation der Studie? Wissenschaftlich und Sozial? (was wissen wir noch nicht/welches Phänomen gilt es zu erklären)
- Theoretischer Hintergrund, Hypothese(n) (3 Folie)
 - Welche Gerechtigkeitsprinzipien werden untersucht, welche sozialen Mechanismen sollen den Effekt erzeugen?
 - Was soll was wie beeinflussen? (Hypothesen)
- Optimal: Visualisierung der angenommenen Kausalstruktur in einem DAG (1 Folie)
- Daten und Methodik (1-2 Folien)
 - Wie wurden die Daten erhoben
 - Wie sah das Forschungsdesign aus
 - Wenn es Treatments gab welche und wie sahen die aus?
- Zentrale Ergebnisse (1-2 Folien)
 - Was waren die konkreten Resultate?
 - Was sagen die Resultate in Bezug auf die entwickelte Forschungsfrage und die Hypothesen?
- Schlussfolgerungen (1 Folie)
 - Welche weitreichenderen Implikationen hat diese Studie (etwa auf das Theorieverständnis)

A (beauty) cuteness contest



Kitten



Slow Loris



Baby Polar Bear

Vote for the
animal you think
is the cutest.

Experimental setup by
Planet Money

<https://www.npr.org/sections/money/2011/01/14/132906135/ranking-cute-animals-a-stock-market-experiment>

Keynesian beauty contest: judges are rewarded for selecting the most popular choices among all judges, rather than those they may personally find the most attractive

The 2/3 game

- All individuals in the classrooms are players.
- Guess an integer between 0 and 100 \rightarrow (0, 1, 2, ..., 100).
- The winner is the player whose guess will be closest to $2/3$ of the average number guessed by all players.
- What is your guess?

Reminder: Justice Research in Economics

- What is the main goal of justice research in economics?
 - Investigate how justice concerns explain human action (under scarcity)
- What are three important steps in the investigation of fairness (or justice) in economics
 - Justice as equality (models assume that deviations from equality create dissatisfaction)
 - Justice as inequity (models assume that deviations from equity create dissatisfaction)
 - Justice as context dependent and plural concept (Liberal egalitarians, meritocrats, ...)
- How is the explanatory power of a justice model evaluated?
 - In its ability to explain more than a model focusing solely on material self interest & related other economic concerns (efficiency, risk)
 - In its ability to avoid being considered a derivate of concerns for individual material self-interest (→ most powerful test: altruistic giving with no returns and double-blind giving)

Why should one study inequity responses in nonhuman animals?

- Goal: understand why the “fairness trait” evolved and what function it may serve
- Method:
 - “comparative approach” + behavioural phylogeny
- (Starting) observations:
 - Humans react to disadvantageous and advantageous inequity
 - Some animals also react to these forms of inequity
 - Mostly primates but also nonprimates
 - The specific structure and degree of reactions to inequity varies by species
- Text focusses on distributive justice – in the theoretical perspective of inequity aversion
 - What definition of inequity is used in the text?
 - Inequity as inequality after equal efforts

Human vs. nonhuman animal inequity (re)actions

Fairness vs. injustice

- Fairness: concerns mainly voluntary actions between individuals
- Justice: usually evokes an (impartial) third party – that can be an institution (remember that norms can be understood as institutions)
- Caution: Difficult in many languages and distinction is conceptual (see also Rawls 1958; Sen 2009)

Judgements vs. behaviour

- Judgements, attitudes or feelings can be measured by asking individuals → animals cannot answer questions
- Inequity reactions are inferred using the actions of animals confronted with (unfair) (in)equality

An experiment with humans

Steps in a standard fairness games with humans

- Pay attention to the following things
 - Who are the subjects?
 - What do they (have to) do?
 - What is measured?
 - What is changed?
 - What is kept constant?
 - How do the researchers explain the results?
 - Are mechanisms observed or inferred?

https://youtu.be/8F022IY_oCo?t=35

Just Luck: An Experimental Study of Risk-Taking and Fairness

An experiment with nonhuman animals

Steps in a standard fairness games with nonhuman animals

- Pay attention to the following things
 - Who are the subjects?
 - What do they (have to) do?
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<https://youtu.be/-KSryJXDpZo>

Capuchin monkey fairness experiment

Experimental inference and nonhuman experiments

Exp. with humans: What is measured?

- Inequity response and? inequity aversion
 - thought processes should be controlled for by the **experimental instructions**
 - (not shown) also observers distribute similarly (differences exist e.g. less self-serving biases) → this indicates that even those not directly involved adhere to a fairness norm

Exp. with nonhumans: What is measured?

- Inequity response not inequity aversion
 - the thought process cannot be measured only the behaviour can
 - no clear empirical evidence that nonhuman animals respond to a social norm → only to observed inequity

Reward differences without effort

- Inequity responses seem to depend on the context of a task but a task is needed
- Why?
 - Effect of captivity
 - Misperception of the task (cooperation)
 - Misperception that action was an option (others receiving food may not be perceived as enabling action of self)

Reward equality & effort differences

- Subjects do not respond to differences in effort when rewards are held constant
- Subjects more tolerant to differences in efforts than differences in rewards

Inequity in other species: dogs

Steps in a standard fairness games with nonhuman animals

- Pay attention to the following things
 - Who are the subjects?
 - What do they (have to) do?
 - What is measured?
 - What is changed?
 - What is kept constant?
 - How do the researchers explain the results?
 - Are mechanisms observed or inferred?

<https://youtu.be/6qTiGICxrIA>

Capuchin monkey fairness experiment

Inequity in other species: dogs

What we know

- Dogs decrease efforts if they see others are rewarded for their work (& they are not)
- Dogs never refuse rewards even if they are substantially smaller
- Dogs are more sensitive to inequitably outcomes if their relationships are close (contrast to humans and apes)
 - Why?
- Dogs seem more interested in maximizing own rewards than equality in outcomes



behavior

Are inequity reactions conscious decisions?

Idea:

- Fairness must not always be a cognitively demanding conscious decision
- It can instead be an emotional immediate reaction

Humans:

- Children before the age of 5 do not understand distributive justice
 - However emotional and behavioural responses suggest that they notice and react to inequitable distributions

Nonhuman animals:

- Dogs and primates did not respond negatively to experimenters who treated them unfairly in the long term (justice concern vs. fairness concern)
 - Not a concern for morality (bad human) but a concern for immediate fairness (bad action)

Evidence for fairness responses beyond disadvantageous inequity

Steps in a standard fairness games with nonhuman animals

- Pay attention to the following things
 - Who are the subjects?
 - What do they (have to) do?
 - What is measured?
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<https://youtu.be/ILravMfYKmU>

Evidence for fairness responses beyond disadvantageous inequity

Advantageous inequity

- A few examples for chimpanzees otherwise very rare
- No third-party punishment
 - only punished others if own interests / fair shares are not accounted for but not if others

Prosocial behaviour

- Def. actions that provide benefit for partner at no cost to self
 - Evidence: quite common although varying
- Some examples that prosocial behaviour also exists if outcomes are inequitable but prosocial behaviour declines with inequality

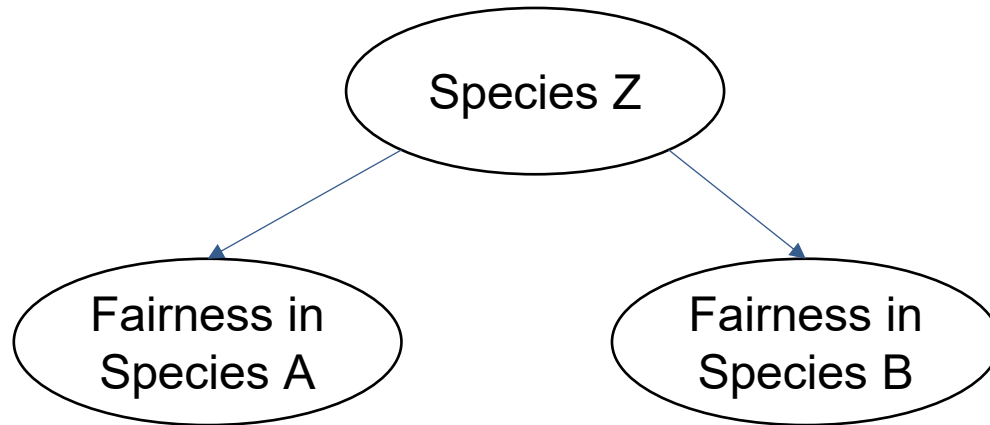
Reciprocity

- positive strong reciprocity
 - play cooperatively with cooperators, even though it would be more advantageous to exploit them

Why did the “fairness trait” evolve and what function does it serve: Behavioural phylogeny

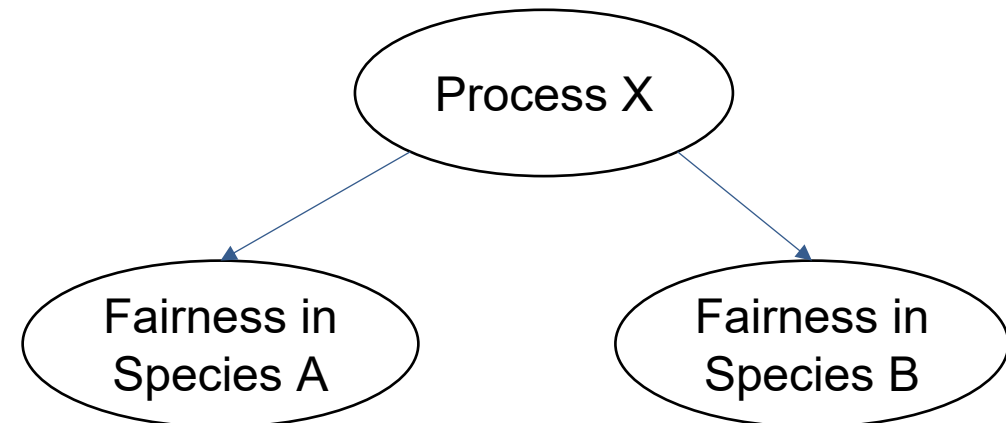
Homology

- Trait evolved due to a common decent



Convergence

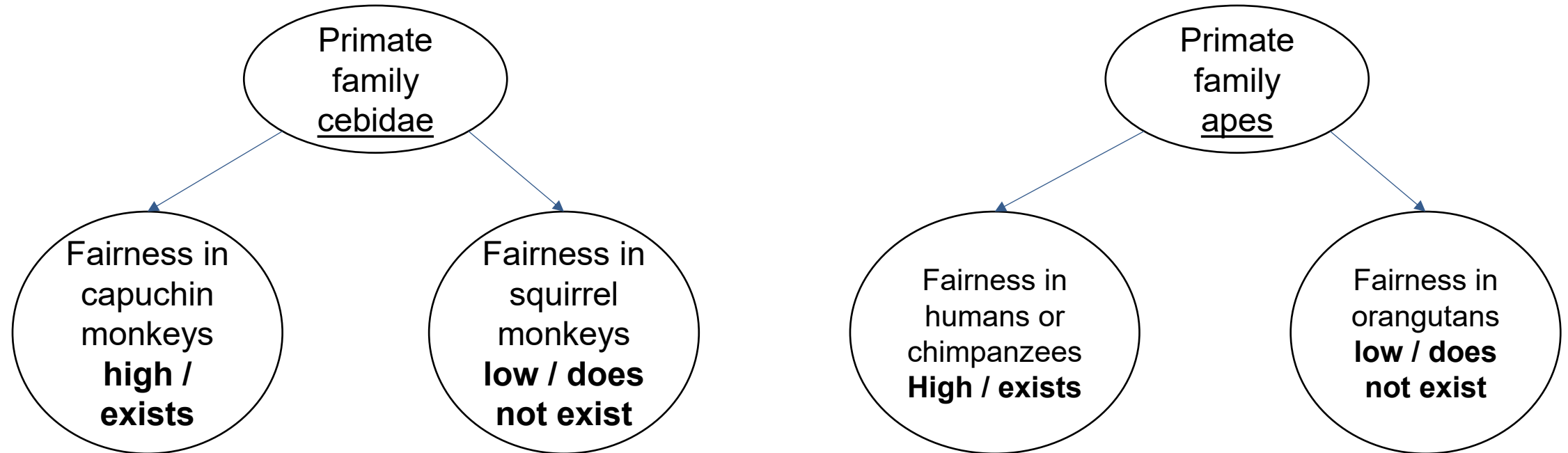
- Trait evolved in response to similar selective processes



Behavioural phylogeny: evidence

Homology

- Idea: Trait evolved due to a common decent

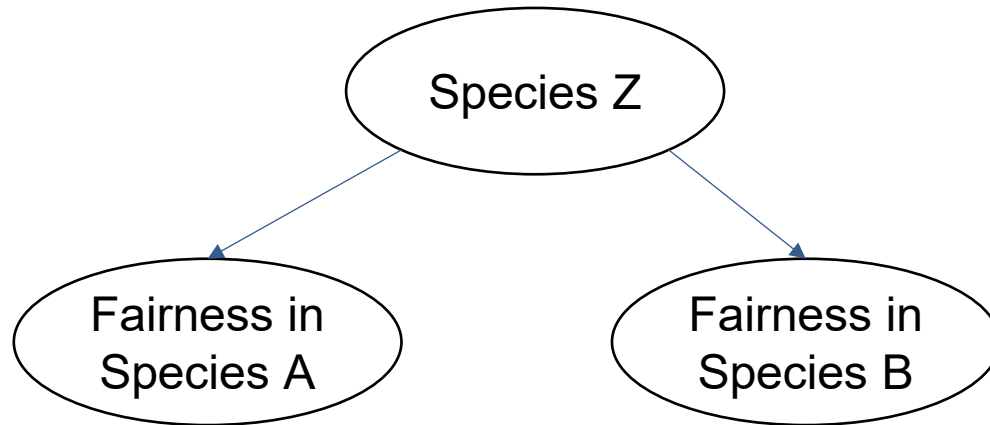


- Interpretation of evidence: Homology unlikely

Why did the “fairness trait” evolve and what function does it serve: Behavioural phylogeny

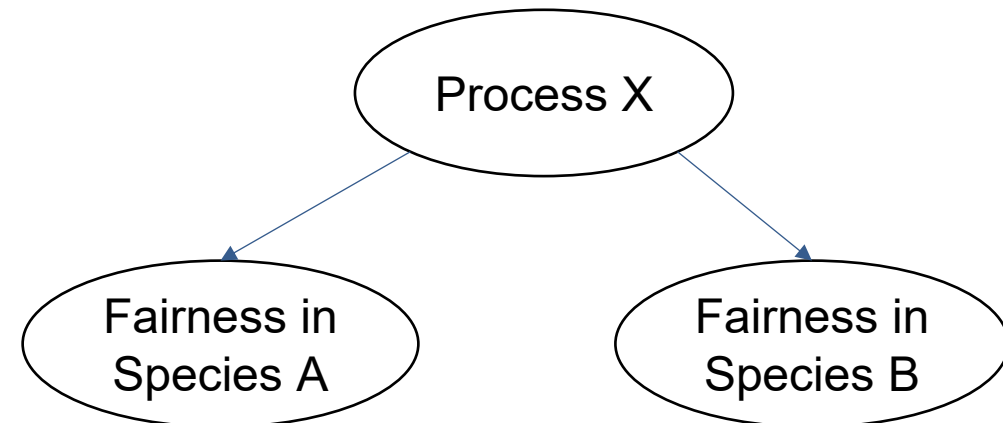
Homology

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Convergence

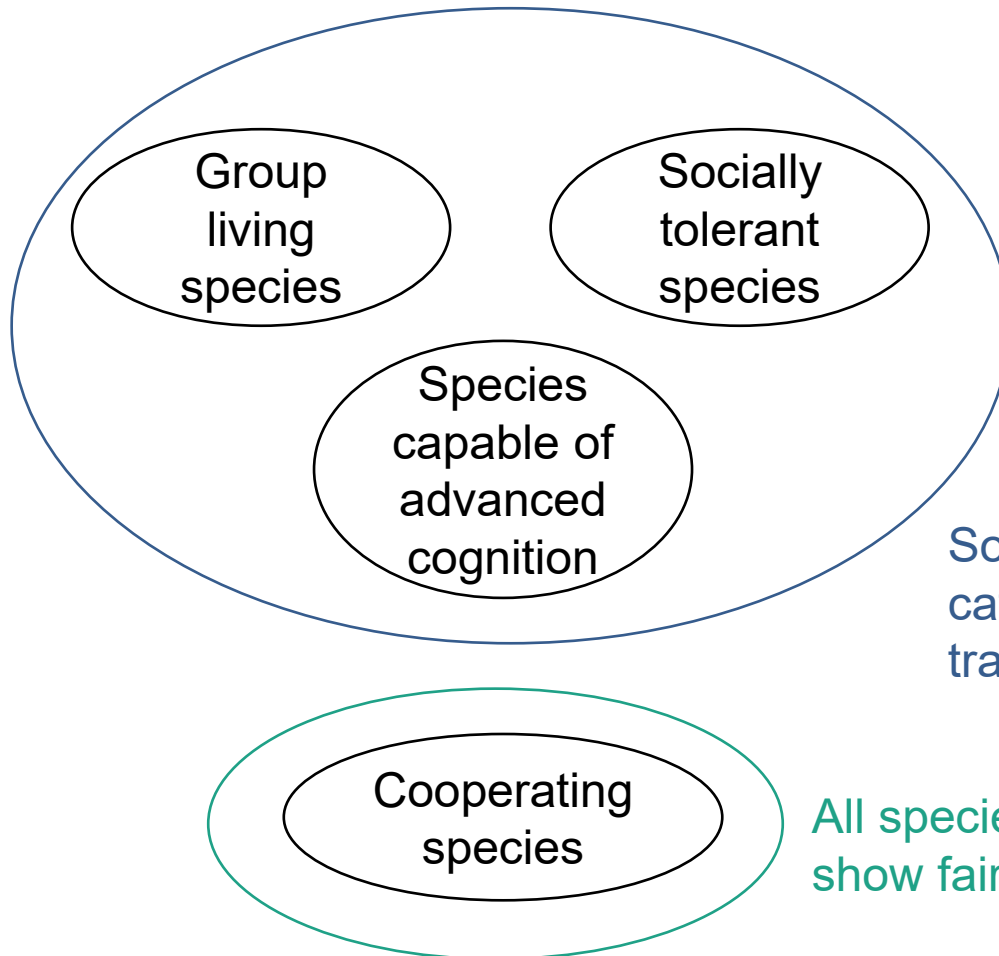
- Trait evolved in response to similar selective processes



Behavioural phylogeny: evidence

Convergence

- Idea: Trait evolved in response to similar selective processes



Some species in these categories show fairness trait others do not

All species in this category show fairness trait

Evidence on the importance of comparisons

Cooperation with nonkin

- Inequity response evolved in tandem with cooperation as a mechanism to compare one's own effort & outcomes with that of another
- All species that react to inequity species also cooperate with nonkin
 - by sharing food, cooperative hunting, coalitions and alliances
- Idea: negative reactions to inequity stabilize cooperation
- Getting more than fair share: time to find a new more equitable partner

Cooperative breeding

- Close knit family groups consisting mainly of a breeding pair
 - search for new partner very costly
- Reactions to small inequity often not rational
- May explain why apes do not react as strongly to inequity if relationships are close
 - Reciprocity, avoidance of conflict and reconciliation → mechanical solidarity?

Comparisons are key in inequity

Experiments with nonhuman animals

1. One has to be able to realize that another individual receives a preferred outcome
2. One has to feel strongly about the differences
3. One has to hold back on immediate gratification

Ability to delay gratification may be a necessary (not sufficient) factor for inequity responses

What is the fairness trait again?

Psychology: Interpersonal dynamics

Justice and social settings

- Idea = evolutionary: justice as necessary to establish egalitarianism and reciprocity among societies who depend on that
- Desire for fairness – stems from concerns about interpersonal relations and not necessarily from concerns about self/others
- Being treated unfairly taken as a signal for low status, exclusion, distrust
 - Care for my standing in the group

Assessing justice in social settings

- People rely on cues (Hinweise/Singale)
 - “people experience feelings of injustice when they believe that they are being deprived of a valuable commodity that they feel entitled to, given what comparable others get, or given specific or generic norms of conduct”
- Examples:
 - Rules: Relative deprivation, equity rule, equality, and need
 - Context:
 - Social relationships create a shared moral framework
 - Fair procedures – especially people share a similar identity
 - Respect especially valued of the marginalized

What is the fairness trait again?

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Social comparisons, equality, and relative Deprivation

Grundlage: Smith, H. J., Pettigrew, T. F., & Huo, Y. J. (2020). Relative Deprivation Theory: Advances and Applications. In J. Suls, R. L. Collins, & L. Wheeler (Eds.), *Social Comparison, Judgment, and Behavior* (p. 495–526). Oxford University Press.



Reminder: Inequity Responses in Nonhuman Animals

- What is the main goal of fairness?
 - To understand why the “fairness trait” evolved and what function it serves
- What are common methods to study fairness among nonhuman animals
 - Within-Species Experiments and Between-Species Comparisons
- What are three central findings about “fairness” in this research field?
 - Some animals react to inequity, especially when are to their disadvantage
 - A task is needed to trigger inequity responses
 - The structure and intensity of inequity reactions differ across species
- What is a widely accepted thesis on how/why the fairness trait evolved?
 - Fairness responses likely through convergent evolution rather than shared ancestry (homology)
 - Fairness may function as a stabilizing mechanism in species that show nonkin cooperation

What is relative deprivation?

- Think of people waiting in a long line that stretches up a hill. And at the top of that is the American dream. And the people waiting in line felt like they'd worked extremely hard, sacrificed a lot, tried their best, and were waiting for something they deserved. And this line is increasingly not moving, or moving more slowly [i.e., as the economy stalls]. Then they see people cutting ahead of them in line. Immigrants, blacks, women, refugees, public sector workers. And even an oil-drenched brown pelican getting priority. In their view, people are cutting ahead unfairly. (Arlie Hochschild)

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The origins of Relative Deprivation Theory

Relative deprivation was an „**ex post facto explanation**“ for **unexpected findings** from surveys of US service men during World War II

- Observation:

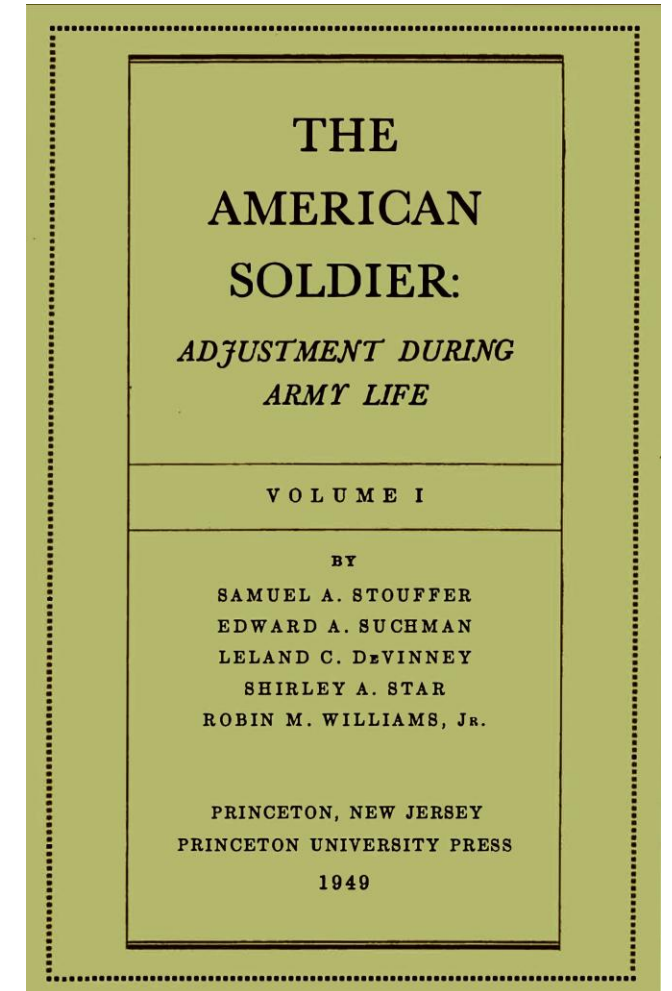
- Air corpsmen reported more dissatisfaction with promotions than the military police despite their faster rates of promotion

- Explanation:

- Stouffer et al. (1949) argued that air corpsmen compared their situation to their peers in the air corps and not to the military police.

- Implication:

- Available comparisons mattered most in determining individuals' subjective satisfaction with their personal situation.



What is the basic idea (the basic mechanisms)

Upward comparisons to

relevant referents

creates judgements

- People are more likely to compare themselves upwards than downwards
 - Might be essential for „survival“ – look for what can be achieved
- People, however, also tend to overestimate their abilities
 - Example: better than average effect

- Can be individuals or groups (or generalized others)
- Can be past, future, desired, and deserved selves (temporal)
- Local dominance effect: small local peer groups often more important (physical distance)

- Oneself or one's ingroup is „disadvantaged“
 - Negative difference is realized
- This disadvantage is „undeserved“
 - Difference has been evaluated as unfair
- I respond to this angry „resentment“
 - Unfairness expresses itself (emotionally)

that shape individuals' attitudes and actions

Different forms of relative deprivation

- Individual relative deprivation:
 - Upwards comparisons between oneself and another member of one's ingroup
- Group relative deprivation:
 - Upwards comparisons between one's ingroup and a relevant outgroup
 - → can distract from structural explanations of relative deprivation: do I blame salient outgroups or the larger economic system for my unemployment risk?
- Mixed forms also possible
- Context is decisive whether group membership becomes salient
 - E.g. minorities are more likely to see themselves as a group representative
 - Strong identification with a group can motivate action
 - Used by organisations who frame inequities as a group based issue (e.g. unions)

Reactions to perceived relative deprivation

Othering (assimilation vs. contrast)

- People can focus on similarities or differences with better-offs
- People consider whether they can move to a better-off group
 - Distancing themselves from their group can be a first step to „improve“ (Merton)
 - Example:
 - **Conspicuous consumption:** buying and using goods of a higher quality, price, or in greater quantity than “practical” but still rational as utility is other-regarding
 - **Result - Veblen-Effect:** Demand for a good can increase when the price rises because the prestige benefit increases disproportionately to the cost

Attitudes towards social change

- If chances of mobility are near zero social change beliefs are more likely
- System justification often hinders the formation of social change beliefs
- People can also receive different signals: their group is disadvantaged but they themselves are better-off as individuals
 - People feeling deprived as a member of an advantaged group might form the strongest feelings of deprivation (examples?)

Conspicuous consumption to signal social class

- *Credit and struggles with schemes of classification'*

“There’s a lad at work, he’s only a trainee, he’s probably on £19,000, but he’s got the latest. I got this [jacket] out of the catalogue for £100. I didn’t need it but [he] had bought the latest Superdry jacket that are hundred something pounds, so I had to go and get one. I went into work with it and started to tell him about it and he just said he’d seen it in a shop for £35. And that upset me because I’m better than him. It’s kind of weird. An argument took place. It annoyed me because he still thinks he’s got the better jacket ... And on the day when the jacket came I was as high as a kite. It’s weird. I didn’t need [the jacket]. I don’t need half the things I’ve purchased.”

(Sparkes 2019)

Veblen-Effect: Chanel Price Increase 2024

“[...] Chanel price increase in 2024 isn't just about battling inflation [...] given their record-breaking sales every year, do we really believe they're having a hard time staying afloat in this economy? It's actually all about Chanel reinforcing its status as the epitome of luxury.

Hear us out: Chanel's price increase on March 27, 2024, simply aligns perfectly well with their global marketing strategy. The price hike merely further positions Chanel as an all-exclusive, limited-edition luxury brand. This obviously helps ensure their products remain aspirational and sought after.

Do we blame them, though? Like, have you seen the Chanel Mini Kelly or the Chanel Drawstring Bag? They have us drooling — and the craftsmanship and attention to detail? Worth every penny if you ask us! “

<https://loveluxury.ae/topics/chanel-price-increase-2024-will-your-wallet-survive-the-splurge/> [I am not sponsored]

This is not a female specific phenomenon



LIMITED EDITION | COMING SOON
TAG HEUER CARRERA
CHRONOGRAPH X FRAGMENT LIMITED E...



“I don't want to belong to any club that will accept me as a member“
(Groucho Marx)

Phenomena where researchers use Relative Deprivation Theory

- To whom are people comparing? What are alternative explanations?
- Life satisfaction
 - Objective relative income vs. subjective relative income or subjective social status
- Attitudes towards immigration
- Populist radical right voting
 - Objectively deprivation vs. subjective deprivation with imagined future/present
 - Difference between what is deserved, desired, and expected
- Mental illness

Think of this ladder as showing where people stand in your neighbourhood.

By your neighbourhood, I mean within about a mile or 20 minute walk of your home.

At the top of the ladder are people who are the best off- those who have the most money, the best education, and the most respected jobs. At the bottom of the ladder are the people who are the worst off- who have the least money, least education and the least respected job or no job.

The higher up you are on this ladder, the closer you are to the people at the top; the lower you are, the closer you are to the bottom.



Where would you place yourself on the ladder in relation to other people in your neighbourhood? Please tick the box for the rung where you think you stand at this time in your life relative to other people in your neighbourhood.

<https://www.sciencedirect.com/science/article/pii/S2352827323001283>

2 Examples

The problems of relative deprivation: Why some societies do better than others

Why Income Inequality Is Dissatisfying— Perception of Social Status and the Inequality-Satisfaction Link in Europe

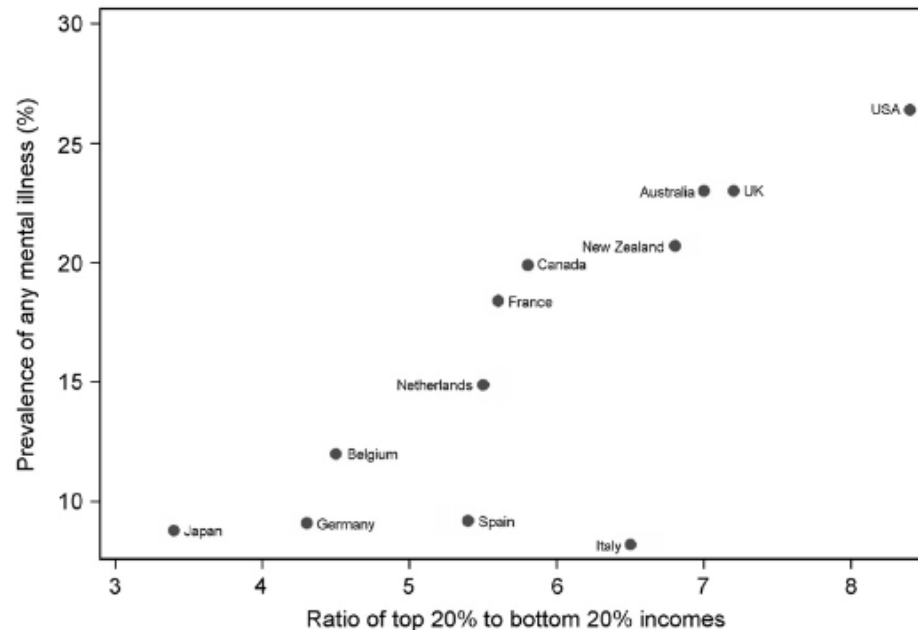


Fig. 1. Prevalence in mental illness in relation to income inequality among rich countries.

Macro-Level

Income Inequality



Societal Well-Being

Micro-Level

*Differentiation
Argument*

*Salience
Argument*

Subjective Social Status



Life Satisfaction

*Relative Deprivation
Argument*



A call for focussing on subjectivity and a problem

„It is the contextual and flexible nature of comparisons that remind researchers that RD and injustice are not the property of an objective structural position but rather the property of particular relationships between perceivers and targets.“

What is meant by that sentence and what could be potential issues for research?

The “why” research question & survey questions

- Why do people feel dissatisfied?
- Why do people wear black clothing?
 - How could you research this question using empirical (survey) data?
 - What questions would you like to ask / what would you like to measure

The “why” research question & survey questions

- Why do people wear black clothing?
- Why do you (not) wear black clothing today? → open answer

The “why” research question & survey questions

- Why do people wear black clothing?
- Why do you (not) wear black clothing today? → open answer
- Why do you (not) wear black clothing today? State how much the following reasons apply:
 - I live mostly in Berlin
 - All people in my social network wear black
 - Black is trendy
 - Black makes me feel safe
 - ...
 - Others: → open answer(s)

The “why” research question & survey questions

- Why do people wear black clothing?
- Why do you (not) wear black clothing today? → open answer
- Why do you (not) wear black clothing today? State how much the following reasons apply:
 - I live mostly in Berlin → where do you live
 - All people in my social network wear black → who is in your social network (social media...)
 - Black is trendy → what are your hobbies, what media are you consuming, what norms do you have...
 - Black makes me feel safe → gender, social roles, personality, etc.
 - ...
 - Others: → open answer(s) → do a qualitative study instead or look at the theory again

RULE: Calculation works better than direct questions in most why questions!

Inference issues

- Try to think about specific social mechanisms
 - Why should X effect Y → ask through what should X effect Y)
 - Think of an ideal “experiment”
 - Abstract afterwards as necessary
- Try to conceptualize your “variables” with the social mechanism in mind
 - Do these variables capture the social mechanism in mind or are there any intervening factors (mediators, moderators, confounders, etc.)
- Measure variables looking for:
 - Accuracy, validity, and reliability
 - A small inferential leap
 - Measurement/representation issues regarding potential confounders → non-random treatment allocation, selection, social desirability, etc.

We ask indirect questions and/or use experiments for (at least) two reasons:



People might not want to answer the questions truthfully (consciously or unconsciously → e.g. social desirability bias)



People might not know the answer (either because they actually do not know the answer or because it is too cognitively demanding) → we are not experts of our objective reasoning

In addition, experiments avoid the problem of confounding

Blade Runner 1982
On “Predatory Romance in Harrison Ford Movies” see:
<https://www.youtube.com/watch?v=wWoP8VpbpYI>

A call for subjectivity and a problem

„It is the contextual and flexible nature of comparisons that remind researchers that RD and injustice are not the property of an objective structural position but rather the property of particular relationships between perceivers and targets.“

What is meant by that sentence and what could be potential issues for research?

- Difficult to get objective evidence on who people compare themselves to & measure their emotional reactions (in a causal setting)
- Hence, researchers often assume relevant comparisons groups and measure the consequences of implied emotional reactions: protest / life satisfaction or rely on qualitative methods to get to know how people feel about certain situations and explain their actions (to themselves) → subjective reason

Equity

Grundlage: Adams, J. S. (1965). Inequity In Social Exchange. In L. Berkowitz (Ed.), *Advances in Experimental Social Psychology* (Vol. 2, pp. 267–299). Academic Press.



Equity theory

- “Justice is a curious mixture of equality within inequality” (Homans 1961:244 as cited in Adams 1965: 273)
- **Equity** focuses on explaining the **structure perceived just distribution** of wealth, power, goods, and services **in exchange processes** and its consequences
 - “The process of exchange appears to have characteristics peculiar to itself and to generate affect, motivation, and behaviour that cannot be predicted unless exchange processes are understood.”
- Goal: Integrate the theories of relative deprivation (Stouffer et al. 1949) and distributive justice (Homans 1961) in a general theory of “inequity”
 - “Equity” not “justice” because the primary concern is with the causes and consequences of the absence of equity in human exchange relationships

Theoretical starting point

Relative deprivation

1. Manifest dissatisfaction and other behaviour are response to acutely felt injustice, rather than to relative deprivation (**injustice mediates the effects of relative deprivation**)
2. What is just is based upon relatively **strong expectations**
3. **Comparative process** is inherent in the development of expectations and the perception of injustice
4. Felt **injustice** is a response to a **discrepancy** between **what is perceived to be** and **what is perceived should be**

Distributive justice

- Distributive justice among **individuals who are in an exchange relationship** with one another obtains when the **profits of each are proportional to their investments**
- Distributive justice between A and B is realized when:

$$\frac{\text{Profits for A}}{\text{Investments of A}} = \frac{\text{Profits for B}}{\text{Investments of B}}$$

Where: *Profits* = *Rewards* - *Costs*

- The one for whom the ratio of profits to investments is smaller experiences relative deprivation

Antecedents of inequity (in exchange processes)

Inputs

- Individual perceives they contributed something to the exchange (= the inputs)
 - inputs can be education, intelligence, experience, skill, age, sex, status, effort, attractiveness, health, wealth, capital, etc.
- Inputs can be of different recognition and relevance
 - Example: Parisians dissatisfied with their wages because they considered Parisian upbringing was an input deserving recognition.
 - Banks (employer) may not even recognize the input or considers it irrelevant in the exchange

Outcomes

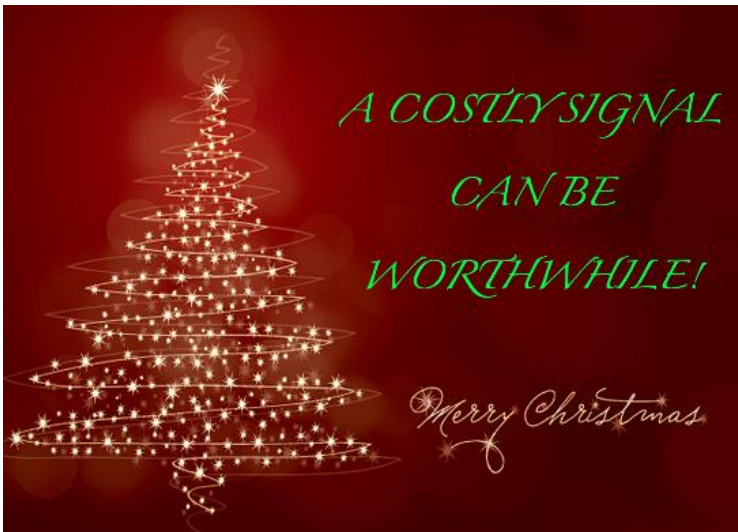
- Individuals receive something – the perceived outcomes
 - Pay, intrinsic job rewards, seniority benefits, status, parking rights, no poor working conditions (= outcome with negative valence), etc.
- Outputs can be of different recognition and relevance
 - Example:



Waldfoegel, Joel. 1993. "The Deadweight Loss of Christmas." *The American Economic Review* 83(5):1328–36.

The Deadweight Loss of Christmas

“Cash is the most efficient gift, according to economists.
Cash is also a terrible gift, according to economists.”
(The Atlantic, 2013)



Waldfoegel, Joel. 1993. "The Deadweight Loss of Christmas." *The American Economic Review* 83(5):1328–36.
<https://www.aeaweb.org/research/did-holiday-gift-giving-just-create-loss>
<https://www.theatlantic.com/business/archive/2013/12/if-economists-wrote-christmas-cards/282493>

Assumptions of inequity theory

Normative fairness and Comparisons

- There exist normative expectations of what constitute “fair” correlations between inputs and outcomes
 - Expectations are formed/learned during the process of socialization
- Reference person or group must be comparable to the comparer on one or more attributes
- Person is any individual whom equity or inequity exists. Other is any individual whom Person is in an exchange relationship
 - Note that equity is also crucial if one observes an exchange relationship and should judge its fairness, but this is not the focus here

Social mechanism determine consequences of (in)equity

- Follows propositions of cognitive dissonance (Feistinger 1957)
 1. Inequity in Person creates tension
 2. Tension is proportional to the magnitude of inequity
 3. Tension will motivate Person to reduce it
 4. Strength of motivation is proportional to the tension

Definition of inequity

- Inequity exists for Person whenever they perceive that the ratio of their outcomes to inputs and the ratio of Other's outcomes to inputs are unequal
- This may happen when
 - They and Other are in a direct exchange relationship
 - Both are in an exchange relationship with a third party and a Person compares themselves to Other

- Inequity is perceived when:

$$\frac{O_p}{I_p} < \frac{O_o}{I_o} \text{ or } \frac{O_p}{I_p} > \frac{O_o}{I_o}$$

- Equity is perceived when:

$$\frac{O_p}{I_p} = \frac{O_o}{I_o} \Leftrightarrow \frac{I_o}{I_p} = \frac{O_o}{O_p}$$

$O_p =$ Weighted sum of all Outcomes of Person p

$I_o =$ Weighted sum of all Inputs of Other o

- Overreward and underreward both result in felt inequity but the effect or the threshold for action may differ

Consequences of inequity

1. Person altering their inputs
2. Person altering their outcomes
3. Person distorting their inputs and outcomes cognitively
4. Person leaving the field (the exchange relationship)
5. Person acting on other (also cognitively)
6. Person changing the object of their comparison

Consequences of inequity

Person Altering their Inputs

- (older/senior) “Bundlers” decrease the rate at which they fill shopping bags after experiencing inequity in comparison to (younger/junior) “ringers”
 - Inequity costs also affect the store:
The greater inequity the greater costs to run the store

Person Altering their Outcomes

- (high status) Kids wanting to exchange roles of high reward vs. low reward players in school games

Consequences of inequity

Person distorting their inputs and outcomes cognitively

- Substantial distortion difficult because people are influenced by the reality they observe
- 700\$ more per month
 - Good live, never reach the ultimate car
- More likely people will change perceived importance or relevance of certain inputs (and outcomes)

Person leaving the field (the exchange relationship)

- Extreme action
- Can be temporary action: absence from job or class

Consequences of inequity

Person Acting on Other

- Person may attempt to alter or cognitively distort Other's inputs and outcomes or force other to leave the field
 - Cognitive distortion of Other's inputs and outcomes more likely because people may not directly observe their full inputs or outcomes
 - Example: subjects having the tedious task of looking in various tables and record overtime hours convinced themselves that stooges (who added up the numbers provided) performed a "mathematical task" worthy of higher reward
 - „desired tax rate on top earners is up to 5.3 percentage points lower for the complex work than the routine work" treatment

Person changing the Object of their Comparison

- Person may change Other with whom they are comparing themselves
- Not easily possible if they are in a direct exchange relationship

Hope, David, Julian Limberg, and Nina Weber. 2024. "The ICT Revolution and Preferences for Taxing Top Earners." *Journal of European Public Policy*.

Choice among Modes of Inequity Reduction: When is what consequence of inequity more likely?

- a) Person will maximize positively valent outcomes and the valence of outcomes
- b) He will minimize increasing inputs that are effortful and costly to change.
- c) He will resist real and cognitive changes in inputs (and outcomes) that are central to his self-concept and to his self-esteem.
- d) He will be more resistant to changing cognitions about his own outcomes and inputs than to changing his cognitions about Other's outcomes and inputs.
- e) Leaving the field will be resorted to only when the magnitude of inequity experienced is high and other means of reducing it are unavailable.
- f) Person will be highly resistant to changing the object of his comparisons, Other, once it has stabilized over time and, in effect, has become an anchor.

Inequity perceptions in the retail sector

- **Interviewer:** How would you describe your work as a cashier in terms of what you gain and what you put in compared to someone who restocks shelves?
- **Cashier:** Well, as a cashier, my wage is usually about the same as someone who restocks shelves, but the nature of the work feels different. I think the "profit" I get from my job isn't just the paycheck—it's also the customer interactions and the chance to develop communication skills. I enjoy the social aspect, even if it can be draining at times.
- In terms of investments, I'd say my effort and focus are often concentrated in short, intense bursts. You have to stay sharp to handle money, deal with lines of customers, and resolve any issues that come up at the register. The time commitment feels structured but also very demanding when the store is busy.
- Compared to restocking, though, I think the physical effort required is lower. Those workers invest more physically, lifting and moving heavy items, often on irregular schedules, like late nights or early mornings. But I imagine their work might feel less mentally taxing because they're not constantly engaging with people or handling transactions.

Inequity perceptions in the retail sector

- Consider the following interview and the theoretical expectations.
- What would you like to measure in a quantitative study that investigates inequity perceptions in the retail sector (among cashiers and restockers)?
- What aspects of fairness considerations within the interview can you model and what not?

Simple equity theory

$$\frac{\textit{Profits for A}}{\textit{Investments of A}} = \frac{\textit{Profits for B}}{\textit{Investments of B}}$$

$$\frac{O_p}{I_p} = \frac{O_o}{I_o}$$

p = person, *o* = other; *O* = outcomes, *I* = inputs

Measure

- Communications skills (mental)
- Physical effort

$$\frac{\textit{Profits for A (cashier)}}{\textit{Communications skills}} = \frac{\textit{Profits for B (restocker)}}{\textit{Physical effort}}$$

Qualitative equity theory

$$\frac{\textit{Our importance}}{\textit{Other's importance}} = \frac{\textit{Our earnings}}{\textit{Other's earnings}}$$

or

$$\frac{\textit{My pay}}{\textit{Their pay}} = \frac{\textit{My position on dimensions related to pay}}{\textit{Their position on dimensions related to pay}}$$

Measure

- Für wie wichtig hältst du deine eigene Arbeit? (1-10)
 - Im allgemeinen
 - Im Vergleich zu Restockern
- Hältst du dein Gehalt für gerecht?
 - Allgemein
 - Im Vergleich

Average equity theory

$$\frac{\sum_i^N O_i^p}{\sum_k^M I_k^p} = \frac{\sum_j^Q O_j^o}{\sum_l^R I_l^o}$$

i ...N indicator of the specific Outcome O of Person p

k ...M indicator of the specific Input I of Person p

j ...Q indicator of the specific Outcome O of Other o

l ...R indicator of the specific Input I of Other o

Measure

- o = restockers, p = cashiers

Cashiers

*no pyhsical drain,
money,
costumer interactions
mentally draining stressfull,
demanding comittment*

restockers

*less mentally draining
no costumer interactions
phsycially draining
isolated
unstructured*

=

=

Weighted average equity theory

$$\frac{\sum_i^N w_i^{Op} O_i^p}{\sum_k^M w_k^{Ip} I_k^p} = \frac{\sum_j^Q w_j^{Oo} O_j^o}{\sum_l^R w_l^{Io} I_l^o}$$

i ... N indicator of the specific Outcome O of Person p

k ... M indicator of the specific Input I of Person p

j ... Q indicator of the specific Outcome O of Other o

l ... R indicator of the specific Input I of Other o

w_i^{Op} weight for specific outcome of Person

w_i^{Ip} weight for specific Input of Person

w_i^{Oo} weight for specific outcome of Other

w_i^{Io} weight for specific Input of Other

Measure

- Wage=? N
- Social aspect:
 - Haben Sie während der Arbeit viel sozialen Kontakt?
 - Sind sie nach der Arbeit physisch ausgelastet?
 - Haben Sie Schmerzen (von der Arbeit)?
- Mental aspect:
 - Fühlen Sie sich mental überfordert?

Some lessons

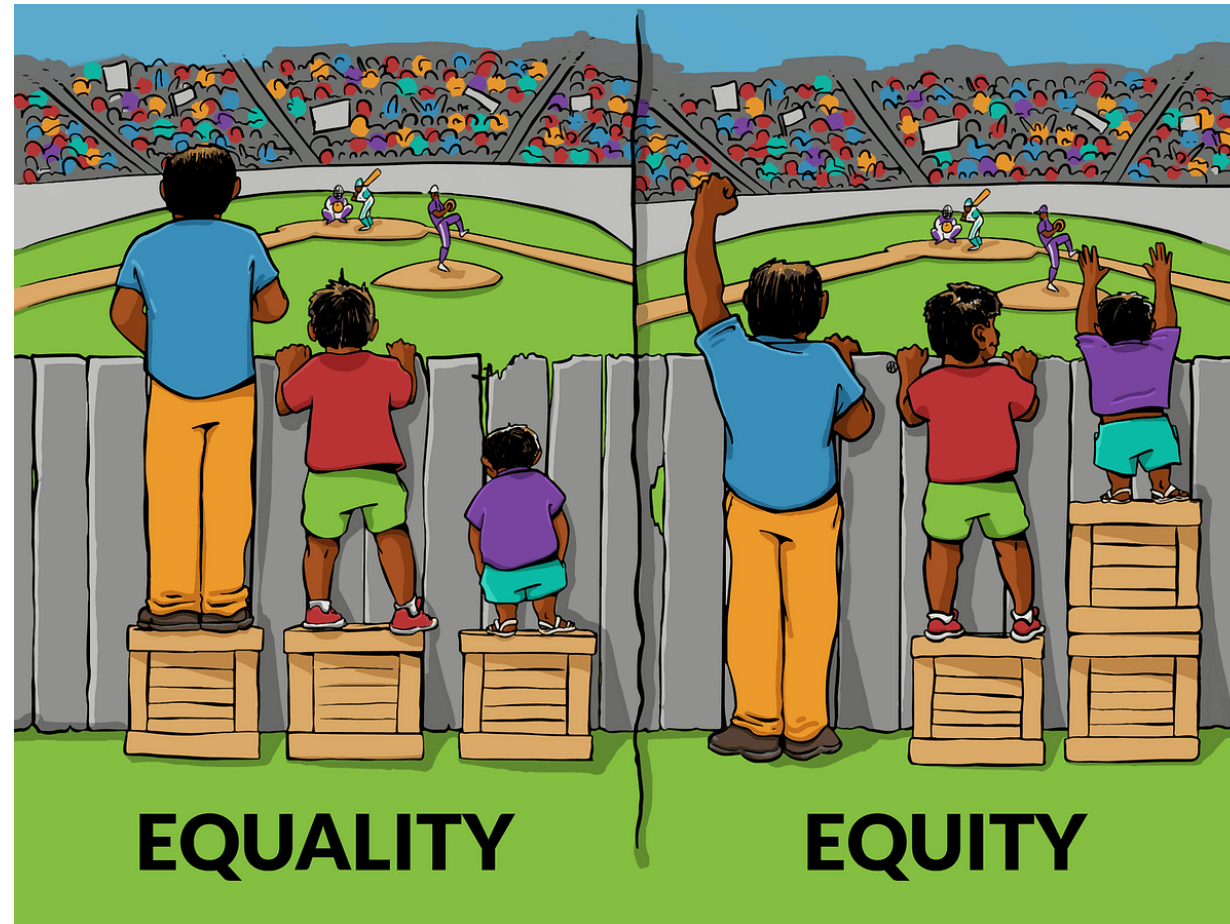
- Measure investments and outcomes of interest
- Think about the consequence of inequity and measure that
 - How is inequity expressed?
 - What will people do, think, change because of inequity?
- Think about what the increase and decrease of each variable means for the outcome variable:
 - What happens to my life satisfaction if *my pay* increases
 - What happens to my life satisfaction if *other's pay* increases
 - Quantitative researchers are most often not interested in the capturing all relevant factors but only in the importance of a single factor (e.g. my pay) on a certain outcome
- Treat certain investments and outcomes to analyse their specific relevance

Need

Grundlage: Kittel, B., & Traub, S. (2024). Conclusion: Elements of a Theory of Need-Based Justice. In B. Kittel & S. Traub (Eds.), *Priority of Needs? An Informed Theory of Need-based Justice* (pp. 291–321). Springer International Publishing.



How are goods distributed?



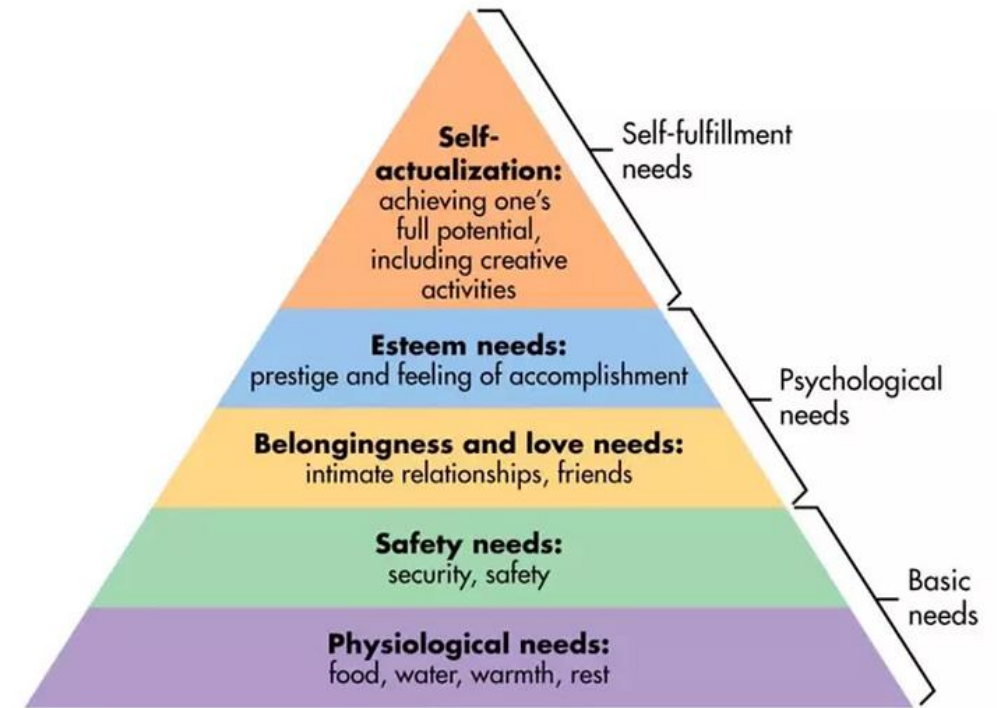
EQUALITY

EQUITY

- What is need and need-based justice (“Bedarf” / “Bedarfsgerechtigkeit”)?
- Needs are NOT desires
 - Controversy about what constitutes 1) human existence, 2) a decent life, or 3) guarantees human capabilities
 - Needs include but are not limited to absolute necessities for survival
- People care about other’s needs but not unconditional
 - People react to information of other’s needs but are still affected by self-interest and in-group-bias
 - In general, the need principle is endorsed by many but in numerous distributional situations people prefer equality or equity over need

Defining need

- Objectification of needs:
- Expert insights:
 - Calorics approach
 - Maslow's hierarchy of needs (human motivations)
 - Nussbaum and Sen's capabilities approach
- Needs are not limited to mere survival and include also social needs beyond material necessities
- Economic demand theory: need is a threshold or minimum consumption, and individuals only gain utility from the consumption when this threshold is reached

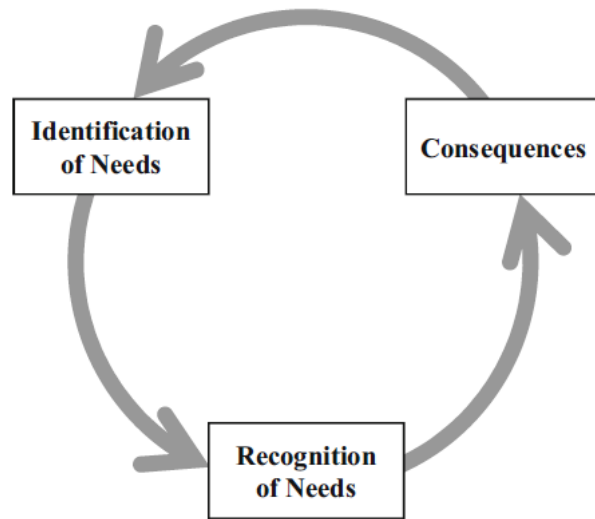


The Lexineed principle (Kittel & Traub): A democratization of need definition and recognition

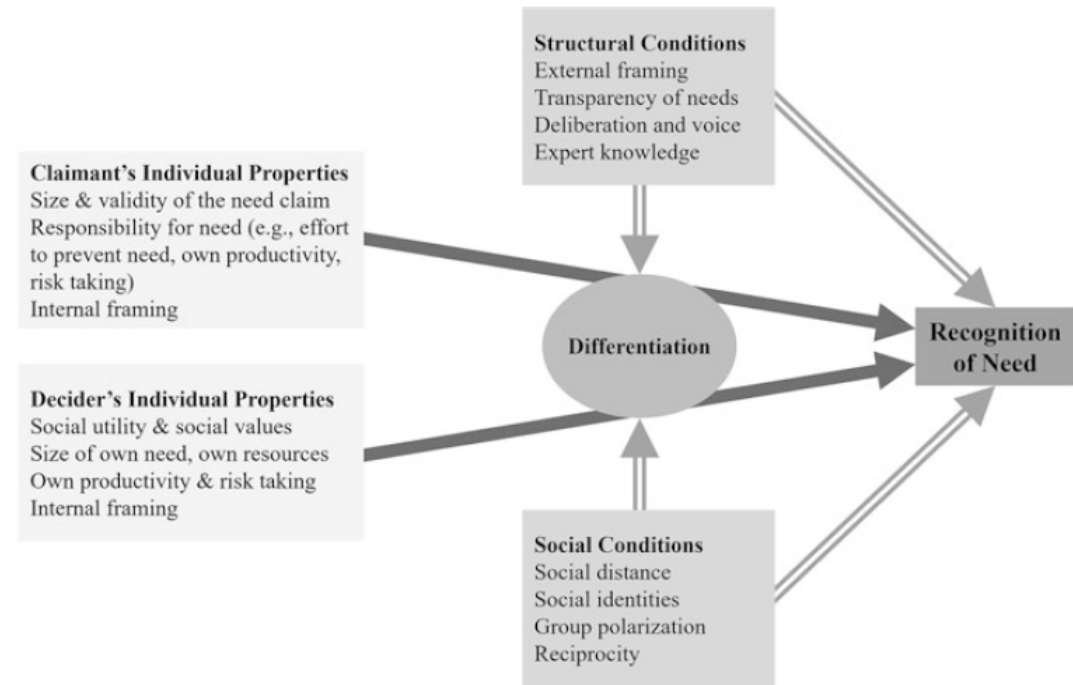
- Why prioritize needs?
 - Reciprocal solidarity is prerequisite for the recognition and satisfaction of needs, but recognition of needs might also be necessary for increasing trust in reciprocal relationships
- How to define needs?
 - Concept of **recognized need**:
 - “Recognized need is a threshold for a minimum level of consumption that can be fulfilled with the available resources and that represents the result of an intersubjective understanding of what is necessary to lead a decent life in a certain society characterized by reciprocal solidarity and bound by a common identity.”
- Priorities needs?

To maximize social welfare, the establishment of distributive justice requires that all socially or politically recognized needs must be satisfied with the available resources as a matter of priority before other justice goals can be pursued with the remaining resources.
- Problems?

The Lexineed principle



What is identified as an individual need depends on the standards that are considered sustainable in the community. Only identified needs qualify for social or political recognition.



The recognition of a specific need is not self-evident, but depends on various aspects of the situation in which the claim is uttered

Equality, equity, or need?

Grundlage: Deutsch, M. (1975). Equity, Equality, and Need: What Determines Which Value Will Be Used as the Basis of Distributive Justice? *Journal of Social Issues*, 31(3), 137–149.



Distributive justice principles

The Big 4

- Equality
- Equity (proportionality of inputs and outcomes)
- Need
- (Entitlement)

Related concepts and mixed forms

- Inequity aversion
- Libertarianism
- Accountability / Liberal-egalitarianism / Meritocratism
- Reciprocity
- Strict altruism (& warm glow)

General mechanisms

- Social comparison
- Cognitive dissonance aversion
- Ingroup favoritism
- Efficiency concerns
- Self-interest / Egoism
- Risk aversion

Equity, Equality, or Need

- What determines which principle will be used?
 - Deutsch (1975): Strong focus on equity because in modern societies „economic values tend to pervade all aspects of social life“
 - However, justice concerns may also arise in noneconomic social relations → space for equality and need

- Different social relations might give rise to different values which underlie distributive justice decisions:
 - (1) so that all receive outcomes proportional to their inputs.
 - (2) as equals.
 - (3) according to their needs.
 - (4) according to their ability.
 - (5) according to their efforts.
 - (6) according to their accomplishments.
 - (7) so that they have equal opportunity to compete without external favoritism or discrimination.
 - (8) according to the supply and demand of the market place.
 - (9) according to the requirements of the common good.
 - (10) according to the principle of reciprocity.
 - (11) so that none falls below a specified minimum.

Deutsch's assumptions and definitions

- Justice: “concerned with the distribution of conditions and goods which affect the well-being of individual members of a group or a community”
- Natural values of justice are those values which foster effective social cooperation to promote individual well-being
 - “An individual can tolerate only a certain degree of inconsistency, rejection, isolation, abuse, or terror from his group before he no longer will be willing or competent to cooperate...”
- The scope of justice is determined by the perceived scope of focal community:
 - **Minimal conditions of individual well-being:** one must have enough to distribute and to guarantee human dignity (otherwise little room for justice)
 - **Minimal conditions of social order and coherence:** “limited to social systems in which there is at least a minimum degree of actual, normatively expected, or potential cooperation”
 - In situations with “inferior races”, “heretics”, “perverts” it is unlikely that one’s action will be governed by considerations of justice

Deutsch conclusions: 3 core conditions that give rise to different values

1. In cooperative relations in which economic productivity is a primary goal, equity rather than equality or need will be the dominant principle of distributive justice.
2. In cooperative relations in which the fostering or maintenance of enjoyable social relations is the common goal, equality will be the dominant principle of distributive justice.
3. In cooperative relations in which the fostering of personal development and personal welfare is the common goal, need will be the dominant principle of distributive justice.

1) Economic productivity goals foster equity

- Core Argument: In a cooperative system which is trying to maximize production, the end which can produce the highest return from the use of a given means should be assigned the means. → equity is based in efficiency concerns
- Equity according to Deutsch:
 - A person's share of economic goods should be determined by his relative skill (and effort) in using such goods for the common weal & that he should share in the goods with others according to need.
 - „From each according to his ability to each according to his need.“ (inspired by Marx 1875)
 - However, concerns for needs are unlikely to be met ...
 - because it is economically optimal to fulfill the needs of those who are more useful
 - because the powerful will use their power to make the first argument salient
- **Economically-oriented groups are more likely to use the principle of equity**

2) Maintaining enjoyable social relations fosters equality

- Core Argument: An enjoyable social relation presupposes that one feels respected and esteemed by the others. → equality is based in status concerns
- Equality according to Deutsch
 - Equal status relations represent the optimal distribution of status for the mutual support of self-esteem. (equal respect given)
 - (In contrast, equity signals that different participants in the relationship do not have the same value)
- **Solidarity-oriented groups are more likely to use the principle of equality**

3) Fostering personal development and personal welfare fosters need

- Duty to help another is intensified ...
 - in relation to those for whose personal development and welfare we are responsible – those who legitimately depend on us
 - in institutions which have as a primary concern the personal development and welfare of their members (family, health care, schools)
- Core idea: Allocating equality or relative to contributions would likely disrupt the goal of guaranteeing personal welfare because needs fluctuate → harm or loss has to be avoided in time
- **Caring-oriented groups are more likely to use the principle of need**

When is a group dominated by one relational goal?

- Economic orientations & equity dominate when:
 - impersonality, competition, maximization, an emphasis on comparability instead of uniqueness, and largeness in scope(size) characterize the social relationships
- Solidarity orientations & equality dominate when:
 - personal ties are emphasized, group loyalty, mutual respect, personal equality, and cooperation characterize the social relationships; uniqueness and unexchangeability of the people involved; integrative processes that reduce role conflicts
- Caring orientations & need dominate when:
 - direct and explicit responsibility for fostering personal development and welfare, values stress responsibility for others, heighten sensitivity to other's needs, nonreciprocity in relation to other's hostility, intimate ties that expresses one's caring relationship

Try to improve your research question

“How do beginning doctoral researchers find, understand and use online writing advice?”

- A group is defined
- vague terms are unpacked
- The question doesn't anticipate an answer
- The question now draws on a conceptual framing
 - writers have agency
- it's researchable
 - research design that might accompany such a question
- The question is open enough
- It has anticipated participants and can justify that focus through the literatures
- It answers some of the W-questions (Who, How, What, Why, When)
- It'll take a while and many goes to get the question just so. Not too vague. Not too narrow.

Pat Thomson: bad research questions.
<https://patthomson.net/2018/03/19/writing-bad-research-questions/>
(06.04.2018)

Your questions

- Discrimination
 - Diskriminierung von Eingewanderten bei Wohnungssuchen in München vs. Hamburg
 - E-Mails mit unterschiedlichen Namen aber gleicher Lebenssituation etc.
- Job satisfaction
 - Inwiefern beeinflusst die subjektive Wahrnehmung von Gerechtigkeit die Jobzufriedenheit eines Angestellten und damit auch die Leistung im Arbeitsfeld?
- Technology
 - Empfinden es Menschen als gerechter wenn KI (allwissend und objektiv) urteilt oder wenn in alltäglichen Situationen durch Menschen (erfahren und subjektiv) geurteilt wird?
- Gender
 - Wieso gibt es in Deutschland (trotz rechtlicher Gleichstellung) immer noch geschlechterspezifische Unterschiede im Arbeitskontext in Bezug auf Beförderung?

Your questions

- Social mobility
 - Welche politischen Maßnahmen wurden von der aktuellen Regierung um soziale Mobilität zu erleichtern?
- Work relationships
 - Inwieweit beeinflussen Unterschiede der Position beruflicher Hierarchien zwischenmenschliche Beziehungen zwischen Arbeitgebern und Arbeitnehmern?
- Social and public policies
 - Wie gerecht/effizient wird der Wohlfahrtsstaat wahrgenommen?
- Working hours
 - Korrelation zwischen Berufsfeld (variierend nach Qualifikation/Bildungsniveau) und Anzahl an Überstunden?

Structure, status, and distributive justice

Grundlage: Berger, J., Zelditch Jr, M., Anderson, B., & Cohen, B. P. (1972). Structural aspects of distributive justice: A status value formulation. In *Sociological theories in progress 2*. Houghton Mifflin.



A small reminder after the holidays

- What are "the" three central distributive justice principles?
 - Equality, Equity, Need, .. (what others do you remember?)
- What is relative deprivation?
 - Upward comparisons to relevant referents creates judgements that shape individuals' attitudes and actions
- (In)equity
 - Inequity exists for Person whenever they perceive that the ratio of their outcomes to inputs and the ratio of Other's outcomes to inputs are unequal
- Need
 - Needs are threshold for a minimum level of consumption that represents the result of an intersubjective understanding of what is necessary to lead a decent life in a certain society
- What determines which principle people use?
 - Different social relations give rise to different values which underlie distributive justice decisions: goal of social relationships: (1) economic productivity, (2) enjoyable social relations, (3) personal development and welfare

“Given a referential structure, p sees his own characteristics and goal-objects as similar to or different from those of generalized social objects in it.

It is in terms of such similarities and differences that his own characteristics and goal objects acquire their status significance, and expectations emerge about which goal-objects he has a right to possess.”

(Berger et al. 1972:134)

Structure, status, and distributive justice

Definition: The theory of distributive justice is concerned with the way in which socially valued rewards, such as salaries, promotions, or privileges, are allocated to members of social systems.

Focus → structural aspects of the process of justice evaluation

Structural aspects = process by which, independently of the comparison of one individual with another, meaning is given to rewards and expectations are formed about their allocation

Structure, status, and distributive justice

Definition: The theory of distributive justice is concerned with the way in which socially valued rewards, such as salaries, promotions, or privileges, are allocated to members of social systems.

Focus → structural aspects of the process of justice evaluation

Structural aspects = process by which, independently of the comparison of one individual with another, meaning is given to rewards and expectations are formed about their allocation

- Contrast to common exchange theories that focus on comparisons
 - Exchange formulations of justice are concerned with compensation for effort expended
 - Here the justice process is formulated in terms of the status significance of rewards instead of their exchange value

Will p think the situation is just

1. p got a 5 on the math test
 2. p got a 5 on the math test while o got a 2.
 3. p is a good mathematician and learned a lot.
Good mathematician that learn a lot normally get a 2 or better.
Bad mathematician that do not learn a lot normally get a 4 or worse.
- p is a bad mathematician and got a 5
 - o is a good mathematician and got a 2
 - Bad mathematician normally get a 4 or worse.

2 types of comparisons

local

referential

2 types of comparisons

local

- Individual p compares themselves with another individual o
- Local comparisons are characterized by anomie

1. p is paid \$3.25 an hour
2. p is paid \$3.25 an hour while o is paid \$4.33 an hour.

referential

2 types of comparisons

local

- Individual p compares themselves with another individual o
- Local comparisons are characterized by anomie
 1. p is paid \$3.25 an hour
 2. p is paid \$3.25 an hour while o is paid \$4.33 an hour.

referential

- Whether rewards is enough or not is a relative matter → not absolute magnitude of rewards is important but the proportionality of reward to effort → thus satisfaction behaves like a relative deprivation phenomenon



2 types of comparisons

local

- Individual p compares themselves with another individual o
- Local comparisons are characterized by anomie

1. p is paid \$3.25 an hour
2. p is paid \$3.25 an hour while o is paid \$4.33 an hour.
3. p is a skilled mechanic paid \$3.25 an hour.
Skilled mechanics typically make \$4.30 an hour.
Unskilled mechanics typically make \$3.50 an hour.

referential

- Individual p compares themselves with a generalized other

2 types of comparisons

local

- Individual p compares themselves with another individual o
- Local comparisons are characterized by anomie

1. p is paid \$3.25 an hour
2. p is paid \$3.25 an hour while o is paid \$4.33 an hour.
3. p is a skilled mechanic paid \$3.25 an hour.
Skilled mechanics typically make \$4.30 an hour.
Unskilled mechanics typically make \$3.50 an hour.

referential

- Individual p compares themselves with a generalized other
- P uses a stable frame of reference in which local, particular comparisons are given their meaning
- The frame of reference consists of generalized others such as „skilled mechanics“



Main idea

- In local comparisons p 's problem is that they do not know how to define the situation in which they find themselves
 - → they are anomic → see also Granovetter's concept of *embeddedness*
 - „No justice phenomenon arises in absence of a stable frame of reference.“
- p is a skilled mechanic paid \$3.52 an hour
- o is a skilled mechanic paid \$3.52 an hour
- Skilled mechanics typically make \$4.30 an hour.

Main idea

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 - „No justice phenomenon arises in absence of a stable frame of reference.“
 - p is a skilled mechanic paid \$3.52 an hour
 - o is a skilled mechanic paid \$3.52 an hour
 - Skilled mechanics typically make \$4.30 an hour.
-
- The diagram consists of two blue brackets. The first bracket is on the right side of the two wage comparison items (p and o) and is labeled 'Locally just'. The second bracket is on the right side of the 'Skilled mechanics typically make \$4.30 an hour' item and is labeled 'Socially unjust'.

Referential structures

- Referential structures
 - Correctly account for meanings given to rewards
 - Should account for the normative character of the expectations
 - Should yield a precise and unambiguous definition of states of justice and injustice
- Consummatory and status value of a rewards
 - Consumption value: satisfies wants or needs
 - Status value: possession confers honor & creates distinction

Given a referential structure, p sees his own characteristics and goal-objects as similar to or different from those of generalized social objects in it. It is in terms of such similarities and differences that his own characteristics and goal objects acquire their status significance, and expectations emerge about which goal-objects he has a right to possess.

Balance and difference between *what is* and *what ought to be*

Balance

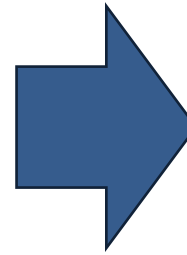
- A system is just if and only if it is balanced. If balanced, the local system is stable—that is, there is no pressure to change its structure generated by the manner in which goal-objects are allocated to it.
- Paths to balance:
 - Individual social mobility, collective protest, redefinition of one's self, and withdrawal from the situation

What is & what ought to be

- What the referential structure consists of are beliefs about *what is*. Only in the local system do we find beliefs about *what ought to be*.
- **Changes in expectations are based on changes in what people believe is the case**
 - p believes he should possess what he believes others like himself do possess; and o too should possess what others like o typically do possess

Types of Balanced and Imbalanced Status Situations

Ideal situations with dichotomous evaluations of „Expected Allocation of Goal-Objects“ and „Actual Allocation of Goal-Objects“



	Expected Allocation of Goal-Objects		Actual Allocation of Goal-Objects		Distributive Justice	Type of Imbalance, if Injustice Exists	Reward State	
	To p'	To o	To p'	To o			Of p'	Of o
(1)	+	+	+	+	yes	balanced	just	just
(2)	+	+	+	-	no	other	just	under
(3)	+	+	-	-	no	collective	under	under
(4)	+	+	-	+	no	self	under	just
(5)	+	-	+	-	yes	balanced	just	just
(6)	+	-	+	+	no	other	just	over
(7)	+	-	-	+	no	collective	under	over
(8)	+	-	-	-	no	self	under	just
(9)	-	+	-	+	yes	balanced	just	just
(10)	-	+	-	-	no	other	just	under
(11)	-	+	+	-	no	collective	over	under
(12)	-	+	+	+	no	self	over	just
(13)	-	-	-	-	yes	balanced	just	just
(14)	-	-	-	+	no	other	just	over
(15)	-	-	+	+	no	collective	over	over
(16)	-	-	+	-	no	self	over	just

■ FIGURE 1. Types of Balanced and Imbalanced Status Situations.

An unconventional example

The case

- On December 16, 1965, five students in Des Moines, Iowa, decided to wear black armbands to school in protest of American involvement in the Vietnam War
- The principals of the Des Moines schools learned of the plan and met before the incident occurred on December 16 to create a policy that schoolchildren wearing an armband would be asked to remove it immediately.
- The participants decided to violate this policy and students were suspended from school.
- Just or unjust?

The ruling

- Court decision 7-2: "The Court held that for school officials to justify censoring speech, they "must be able to show that [their] action was caused by something more than a mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint" and that the conduct that would "materially and substantially interfere with the requirements of appropriate discipline in the operation of the school."
- A judge that voted against the students argued that the students' behavior was indeed disruptive

Avery Trufelman (2025): Articles of Interest. School Uniforms. S6, E1.
https://en.wikipedia.org/wiki/Tinker_v._Des_Moines_Independent_Community_School_District

Your justice evaluations

In the following we provide you with short descriptions about different persons, their jobs, and their monthly earnings. We want to assess whether you think this person is unfairly underpaid, paid fairly, or unfairly overpaid. There is no true or false answer, we just want to get your opinion.

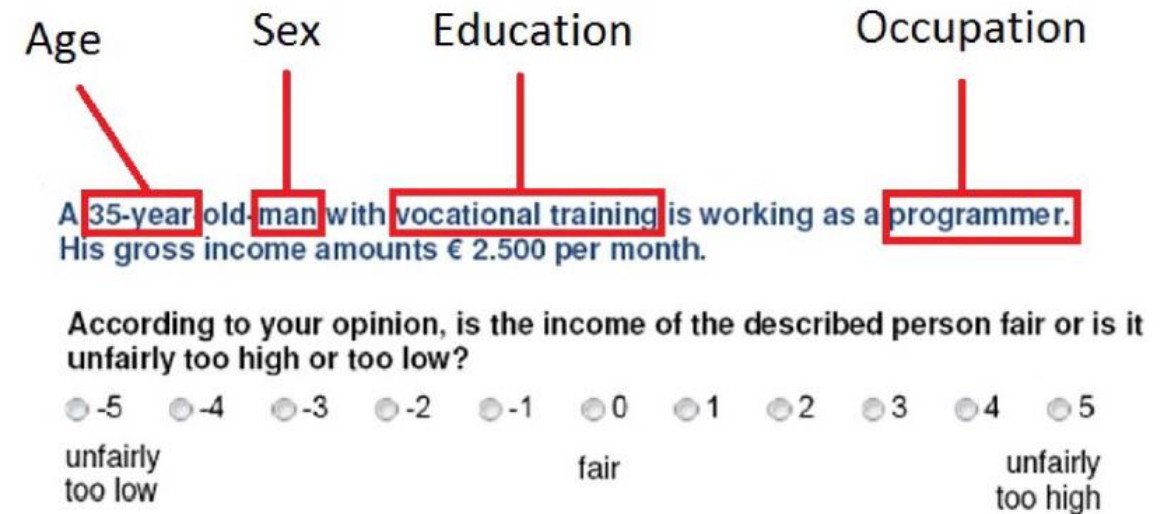
A 30-year-old woman works as a electrical engineer. Her monthly gross earnings total 4000 € (before taxes and extra charges).

Are the monthly gross earnings ("brutto") of this person fair, or are they, from your point of view, unfairly high or low?

-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
unfairly low					fair					unfairly high

Factorial Survey Idea

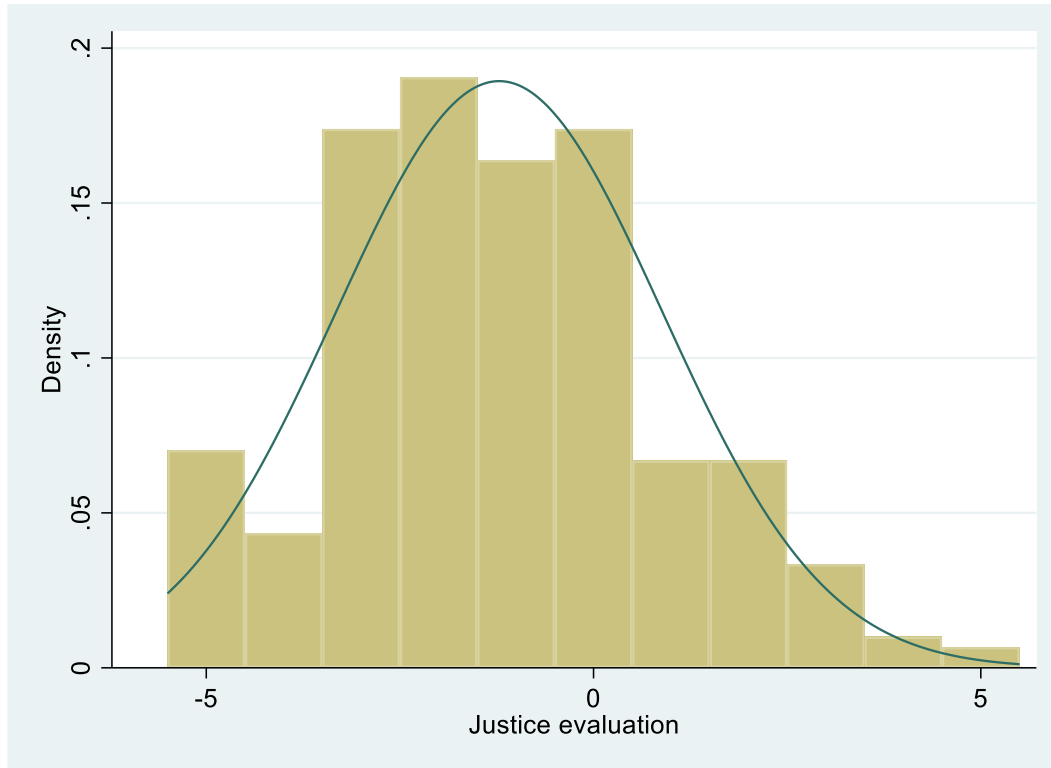
- A combination of experimental and survey based research
- Respondents evaluate short descriptions (vignettes) of objects and situations
- Researchers randomly (or quasi-randomly) vary the attributes (dimensions) of these descriptions



Goals: “What information do respondents use to make judgments. How may such information be used? And how do individuals differ in the ways in which information of different sorts is combined?” (Rossi/Anderson 1982: 19)

Source Katrin Auspurg, Factorial Survey Experiments, PhD Seminar March 2019

Distribution of justice evaluations



Simple OLS regression

```
. reg justice i.sex2 i.age siops10 lninc i.respsex respage lnrespmean lnrespcinc
```

Linear regression

Number of obs = 190
F(8, 18) = 30.12
Prob > F = 0.0000
R-squared = 0.4496
Root MSE = 1.5924

(Std. err. adjusted for 19 clusters in id_numeric)

justice	Coefficient	Robust std. err.	t	P> t	[95% conf. interval]	
sex2						
woman	.0820506	.1780999	0.46	0.651	-.2921235	.4562247
60.age	-.0547179	.1962834	-0.28	0.784	-.4670941	.3576583
siops10	-.4125687	.0969546	-4.26	0.000	-.6162628	-.2088746
lninc	2.918148	.2442991	11.94	0.000	2.404894	3.431401
2.respsex	-.1353575	.321975	-0.42	0.679	-.8118018	.5410868
respage	-.0739094	.1053323	-0.70	0.492	-.2952044	.1473856
lnrespmean	-.2991277	.4012034	-0.75	0.466	-1.142025	.5437693
lnrespcinc	-.409631	.2896703	-1.41	0.174	-1.018206	.1989437
_cons	-15.48359	3.024702	-5.12	0.000	-21.83825	-9.128922

Procedural justice

Grundlage: Leventhal, G. S. (1980). What Should Be Done with Equity Theory? In K. J. Gergen, M. S. Greenberg, & R. H. Willis (Eds.), *Social Exchange: Advances in Theory and Research* (pp. 27–55). Springer US.



What Should Be Done with Equity Theory?

Reminder **equity theory**:

- outcomes should be distributed in accordance with (proportionally to) recipients' inputs

3 Problems of equity theory:

1. It uses a unidimensional concept of fairness as *merit* and ignores other concepts like equality, need, etc.
2. It considers only the final distribution of outcomes and ignores how distributions are established
3. It tends to overestimate the importance of fairness in social relationships because it ignores contextual factors that may reduce the salience of fairness issues in social relationships

Solution? → A multidimensional approach of justice judgment theory (Laventhal 1980)

Example

Consider the following situation:

- The teacher decides that Anna has to repeat the grade
- Although Anna learned a lot, she has not managed to get passing grades in three subjects (math, geography, and biology)

Example

Consider the following situation:

- The teacher decides that Anna has to repeat the grade → Outcome
- Although Anna learned a lot, she has not managed to get passing grades in three subjects (math, geography, and biology) → Input
 - Equity theory:

$$\frac{O_A}{I_A}$$

$O_A =$ *Weighted sum of all Outcomes of Anna*

$I_A =$ *Weighted sum of all Inputs of Anna*

Example

Consider the following situation:

- The teacher decides that Anna has to repeat the grade → Outcome
- Although Anna learned a lot, she has not managed to get passing grades in three subjects (math, geography, and biology) → Input
- All other students have failed no more than two subjects and are permitted to advance to the next grade.
 - Equity theory:

$$\frac{O_A}{I_A} \approx \frac{O_o}{I_o} \rightarrow \text{Outcome distribution likely considered fair}$$

$O_{A/O}$ = Weighted sum of all Outcomes of Anna/Others

$I_{A/O}$ = Weighted sum of all Inputs of Anna/Others

Example

Consider the following situation:

- Anna did not manage to get passing grades in three subjects and has to repeat the grade.
- All other students have failed no more than two subjects and are permitted to advance to the next grade.
- The law states that students have to repeat a class if they do not achieve passing grades in more than two subjects except if the teacher thinks that student is able to catch up during the summer break and pass a test in at least two of the subjects.
 - Legality
- Because Anna failed the class, she will not be eligible for the scholarship next year and will likely have to leave the school.
 - Need
- Because Anna was sick, she could not take the second math test in the semester that was considered very easy by her classmates. The teacher did not allow Anna to retake a similar test.
 - Procedural fairness (consistency)

Another example

- Imagine a jury of twelve men as they deliberate the conviction or acquittal of a teenager charged with murder.
- All evidence presented in the trial points in the direction that the “boy” killed his father.
- 11 jury members vote guilty one votes not guilty.
- How does the one voting not guilty defend his decision?



Juror #6: You think he's not guilty, huh?
Juror #8: I don't know. It's possible.

12 Angry Men (1957)

Justice judgement model (Leventhal 1976)

Baseline assumption: individual's basic criteria for evaluating fairness may change with circumstances

- Remember: Adams (recognition and relevance), Deutsch (social relations), Berger et al. (referential structures)
- People employ specific justice rules
 - Distribution rules → Are the criteria of the distribution of outcomes just?
 - Procedural rules → Are the criteria of allocative procedures just?
- 4 Stages of fairness evaluation:
 1. Weighting (which distribution rules are applicable)
 2. Preliminary Estimation (what outcomes do receivers deserve based on each dist. rule)
 3. Rule Combination (combines the preliminary estimates)
 4. Outcome Evaluation (assessing the fairness of the receiver's actual outcomes)

Examples for descriptive justice rules

- Equality
- Equity
- Need
- Entitlement (status)
- Adhering to commitments
 - (somebody decided beforehand and is just remaining consistent)
- Legality
 - (the outcome distribution is in accordance with current law / common institutional practice)
- Ownership
 - (the distribution values ownership rights)

Procedural fairness

Refers to an individual's perception of the fairness of **procedural components** of the social system that regulate the allocative process

- Procedural components:

1. **Selection of agents:** choosing the decision makers
2. **Setting ground rules:** informing potential receivers of the nature of the possible rewards and how to obtain them
3. **Gathering information:** Gathering and utilizing information about the prospective receivers of reward
4. **Decision structure:** structure of the final decision process
5. **Appeals:** methods to enable individuals to voice concerns
6. **Safeguards:** ensure integrity of decision makers & allocators
7. **Change mechanisms:** methods for changing procedures



Justice rules for evaluating procedural fairness

1. Consistency rule

- Allocative processes should be consistent across persons and over time (see a. equality of opportunity)

2. Bias-suppression rule

- Personal self-interest and blind allegiance should be prevented (e.g. don't be your own judge)

3. Accuracy rule

- The allocative process should be based on as much valid information as possible

4. Correctability rule

- Opportunities must exist to modify and reverse decisions made (see appeals)

5. Representativeness rule

- Processes must reflect the basic concerns and values of individuals affected by the allocative process (see power sharing and participatory decision making)

6. Ethicality rule

- Allocative processes must be compatible with accepted fundamental moral and ethical values

What rules will be more important?

- People likely favour procedural rules
 - that favour their own interest
 - that are applied by others (social norm)
 - that are considered legitimate (legally or by elites)
 - that are producing desired distributive outcomes (distributive fairness)
 - that are established (status quo bias)

Justice thinking needs activation

- People in exchange relationships are not always automatically concerned about fairness
- Certain factors make it more likely that fairness concerns will become **salient**, and people will bother to make an (often quite mentally effortful) justice judgment:
 1. An individual's **social role**
 - Does the person's tasks involve maintaining fairness: teacher, parents, judge, referee
 2. An individual's concern about **other goals**
 - Is the person concerned about other goals: self-interest, efficiency (maximizing performance), safety, social unrest, etc.
 3. An individual's belief about the **likelihood of justice violations**
 - Does the person think that justice rules have been violated
 4. An individual's **experience of potential social systems**
 - After time existing procedures and distributions will be taken for granted (institutionalized) which makes it unlikely that its fairness will be actively evaluated

Summary

- People are not only concerned about the **distribution of outcomes** but also about the **processes that generate this distributions** (allocation processes)
 - The allocation process is often quite complex, and individuals may evaluate specific **procedural components** when forming fairness perceptions
- **Justice rules** govern perception of fairness in the multistage process of forming justice judgments
 - People check whether outcomes are consistent with the **distribution rules** that they think should apply (need, equity, mixed forms, etc.)
 - People check whether procedural components follow established **procedural rules** (accuracy, bias-suppression, etc.). E.g.: is a specific decision structure consistently applied for all individuals
- **Justice is not always of primary concern** to individuals and may not be important at all if structural conditions do not favour its salience (social roles, other goals, habituation, etc.)

Belief in a just world

Grundlage: Lerner, M. J. (1980). Chapter 1. The Belief in a Just World.
In *The Belief in a Just World* (pp. 9–30). Springer US.



Short research proposals „due“ 31.01.

- ~ ½ page - 1 page (w/o literature)
 - sketch your idea but try to answer the big questions. What is your:
 - topic, research goal, research question, theoretical argument, hypotheses, method
- Individual meetings to discuss your short version of the proposal and get feedback to be able to improve on the final version that will be graded
- Everything can be in German or in English
- Detailed instructions (in addition to those in the syllabus) on how the final “Hausarbeit” has to look like will be uploaded at tend of the week on moodle
- Half of next weeks class will be dedicated to learn how to write scientific proposals and will be a perfect place for asking questions

Anecdotal observations

- Psychologists working in a mental hospital:
 - Calling patients „manipulators“, „old crock“ or „burnt-out schiz“
 - Partly defensive mechanism to function along so many people who were suffering
- Medical doctor working at a child hospital
 - Avoid visiting kids who likely will die
 - Partly defensive mechanism to only see kids who one could help and make well
- Medical students learning about social health determinants
 - Stating that „those people“ are „lazy“ despite observing facts of structural influences
 - Partly defensive mechanism to protect oneself from emotional reactions caused by observing blatant injustice
 - “How could rational healthy people maintain such cruel attitudes to other people who were suffering, and exhibit the most irrational processes in defense of these vicious beliefs?”

Observer's reaction to the "innocent victim": Compassion or rejection? (1966)

- In tradition of the even more ethically questionably Milgram experiment
 - Question of how regimes that cause cruelty and suffering maintain popular support, and how people accept social norms and laws that produce human suffering
- People observed what appeared to be live footage of a woman receiving painful electric shocks for making errors in a memory test
- A random subset of viewers had the option of ending her ordeal (treatment); others did not (control) [actual experiment had more groups]
- What were viewers thinking about the personality / characteristics / attributes of the women in the control and the treatment group?
 - People in the control group formed far lower opinions of the woman, seemingly to "bring about a more appropriate fit between her fate and her character". <https://doi.org/10.1037/h0023562>

Reminder: Justice research in Psychology: Justice „within“ people

- Three topics:
 1. Justice related motives
 - Is justice a „primordial“ motive?
 2. Personality traits
 - Do people differ in justice related attitudes and behavioural dispositions?
 3. Moral self
 - How do people uphold a positive moral self-concept?

A short excursion

- Do we live in the best of all possible worlds?
- Why should that be the case? → Why one ought to think that?

“Die Dinge können nicht anders sein, als sie sind [...] denn da alles zu einem Zweck geschaffen worden ist, muss es natürlich zum besten Zweck sein.”

(Voltaire, *Candid*: 4)

<https://youtu.be/XJc9iprkVzg?t=363>

- „Gott hat Ihnen weder Kanonen, noch Bajonette gegeben: sie haben Bajonette und Kanonen erst erfunden, um sich gegenseitig umzubringen.“
- Pangloß: „All dieses ist unerläßlich [...] das Unglück des einzelnen begründet das Wohl der Gesamtheit, so dass es ums allgemeine Wohl desto besser steht, je mehr privates Unglück es gibt.“
(Voltaire, *Candid*: 13)
- Do we need god for this reasoning?

Justice thinking as essential for goal-oriented action

- Self-interest → helps us focus also on our needs essential for surviving
- Justice motive → what does it do?
- Main argument: justice thinking helps us function in society because it **makes the world manageable and predictable.**
 - Similar to assumptions of *orderliness* and *controllability* → self-efficacy
 - Assumption of *appropriateness* → going from the “is” to the “ought” is a natural response of humans to their environment
 - Especially regularities are prone to be attached an “ought” quality → they become “right”
 - How should I react to new situations? → I do what ought to be done

What is a Just World (Belief)?

- A **just world** is one in which people get what they *deserve*
 - Deservingness conditions are predominantly socially determined (remember Berger et al.)
 - Deservingness judgments are based on *behavior* (effort etc.) an *attributes* (gender etc.) of people
- **Beliefs** are expressions of the way a person *organizes his perceptions and cognitions*
 - This involves a coding process in which perceptions are ordered based on existing cognitive templates
- The **Just World Belief** is the idea that people hold, which suggests that, in the end, people generally get what they deserve

People will likely order perceptions and cognitions so that victims appear to deserve their suffering

1. Generalization from past experience in an „orderly“ society:

- Socialized with clear association with bad acts and bad outcomes (good acts good outcomes)
 - natural assumption is to infer bad behavior (they have learned typically bring about the fate) if one observes bad outcomes
- Learned cultural wisdom and morality
 - Protestant ethic → success as a sign of salvation
 - Folk wisdom „what goes around comes around“
 - Mass media



2. Our minds try to fit together similarities

- Positive events, traits, and attributes tend to be cognitively connected in our memory (see also implicit association tests)
 - we are more likely to think these different positive things are causally connected
- Haider (1958): „The relationship between goodness and happiness, between wickedness and punishment is so strong, that given one of these conditions the other is frequently assumed.“

Belief in a Just World is modified by experiences in the real world

- Children belief in immanent justice
 - a fault will automatically bring about its own punishment
- Adults likely learned that this is not the case
 - They learn that biological, social physical processes and lucky breaks determine one's life → “stop being crybabies“
- However, this worldview is rather temporary, and people do not maintain a fatalistic or structural worldview for long



People employ tactics to eliminate threat to the belief in a just world

„Rational“ and „irrational“ strategies for dealing with injustices

„Rational“

- Prevention and Restitution
 - Help others (self as an active agent)
- Acceptance of One's Limitations
 - Cannot help everybody (self as uncappable of helping others)

„Irrational“

- Denial-Withdrawal
 - Motivated selection of information
- Reinterpretation of the Event
 - Reinterpret the outcome (e.g. poor are happy in their way)
 - Reinterpret the cause (ultimately their fault)
 - Reinterpret the character of the victim (e.g. attributes used to infer future or past wrongdoing)

Strategies designed to protect the BJW from any contradictory evidence

Extended time frame – „Ultimate Justice“

- Accepting setbacks and exceptions
- Belief in progress → in the end everything moves towards justice
- optimistic mindset

Various „worlds“ ours is just one

- We live in a different world than other's
 - Not responsible for other world (migrants)
 - Not possible to be disappointed about their world (beautiful people)
- Our world set up so that **people get what they deserve**
 - What they are making of themselves is almost **entirely up to them – their talent, character, willingness to work** (and partly by lucky breaks)

Just world beliefs as an example of causal attribution

- the consequences of belief in a just world may be related to or explained in terms of particular patterns of causal attribution
 - “fundamental attribution error”: tendency to explain others’ actions as stemming from dispositions even in the presence of clear situational causes
 - “actor-observer effect”: tendency to attribute own (bad) behavior to situational causes
 - “self-serving bias”: tendency to attribute own success to internal dispositions and one’s failure to external situational factors (self-esteem)
- → modern research distinguishes between the belief in a just world for the self (personal) and the belief in a just world for others (general)
- Do not forget that the belief in a just world can be quite functional:
e.g it is associated with greater life satisfaction and well-being
and less depressive affect

	Good Behavior	Bad Behavior
Other People	Internal	Internal
Ourselves	Internal	External

Howard, Judith A. (1984). "Societal influences on attribution: Blaming some victims more than others". *Journal of Personality and Social Psychology*. 47 (3): 494–505. doi:10.1037/0022-3514.47.3.494

Lipkus, Isaac M.; Dalbert, Claudia; Siegler, Ilene C. (1996). "The Importance of Distinguishing the Belief in a Just World for Self Versus for Others: Implications for Psychological Well-Being". *Personality and Social Psychology Bulletin*. 22 (7): 666–677. doi:10.1177/0146167296227002. S2CID 145379940

Summary

- the Belief in a Just World is a central part in the organization of the human experience
- the child's belief in a world of "immanent" justice is not simply abandoned
- it is modified by the experiences of a rational mind in a world of natural causes, so that its functional components remain as firmly based as ever
 - **People, thus, believe that by and large, in the long run, for people like us, it is a just world, we can, for the most part, with our share of lucky breaks, get what we want, what we are willing to work for, what we deserve**
- people recognize that the world of victims exists, and that something can and will be done about it, but this evidence is for the most part not allowed to interfere with how people live their lives

Morality

Grundlage: Fourcade, M., and Healy, K. (2007). Moral Views of Market Society. *Annual Review of Sociology* 33: 285–311.



- “Economics is all about how people make choices, sociology is all about how they don’t have any choices to make.”
- What does James Duesenberry mean by this sentence?

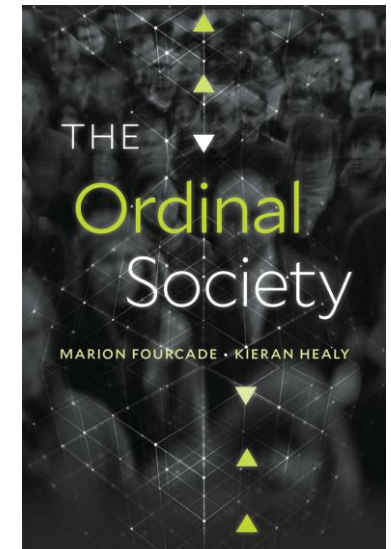
Fourcade and Healy (2007)

- “In practice, many exchanges defined as formally market-like fall somewhere on a continuum between the paradigmatic poles of direct bargaining and serial reciprocity. The pure, abstract, and anonymous common sense of the market situation is routinely transformed into an actual social relation as people seek to reduce the problems posed by information asymmetries and opportunism.”

#8 Haribo Sugar Free Gummy Bears 5lb Bag



★★★★★ **Just don't. Unless it's a gift for someone you hate.**, October 3, 2012
By [Christine E. Torok](#)



Fourcade and Healy: Moral Views of Market Society

- 3 rival views of markets effect on society, following (Hirschman 1977; 1977)
 1. Civilizing → e.g. Montesquieu “doux commerce” thesis → liberal dream
 2. Destructive → e.g. Marx auto-destructive market → commodified nightmare
 3. Feeble → “feudal shackles”/blessings thesis → morals affect markets
- Fourth view: moralized markets (markets as cultural phenomena and moral projects)

The 4 Views as Models



The liberal dream

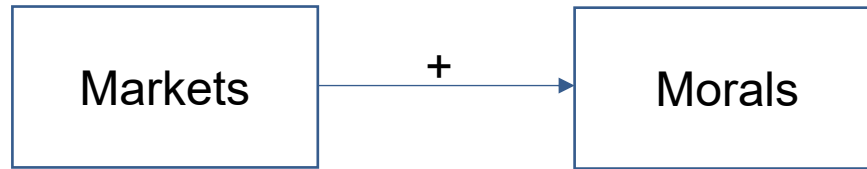
The commodified nightmare

Shackles and Blessings

Markets as scientific and moral projects

The 4 Views as Models

The liberal dream



Shackles and Blessings

The commodified nightmare

Markets as scientific and moral projects

Doux commerce/ liberal dream

- Market nourishes personal virtues of honest behaviour, civility, and cooperation
- + growth as a precondition of human progress and civilization

- Market exchange seen as a
 - Promoter of individual virtue and interpersonal cooperation
 - Bulwark of personal liberty and political freedom
 - Mechanism by which human creativity can be unleashed

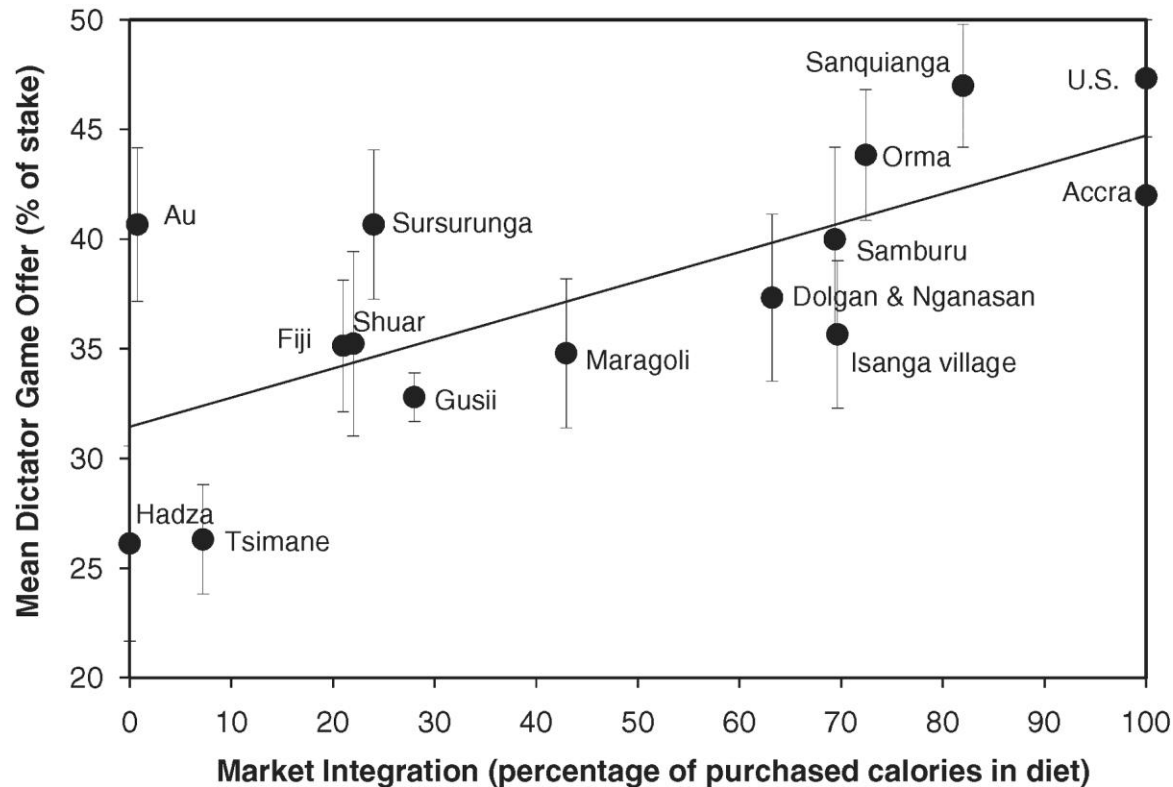
Reminder: Rational choice and fairness: what creates cooperation and growth?

- It is not from the benevolence of the butcher, the brewer, or the baker, that we expect our dinner, but from their regard to their own interest. We address ourselves, not to their humanity but to their self-love, and never talk to them of our own necessities but of their advantages.
- Premise: Each individual's hunger for profit will be kept in check by a similar drive among other individuals. → Self-interest will make people polite, serviceable and honest
- Idea: commercialization makes people more cooperative by binding them to one another (see also Montesquieu) → fully in contrast to Habermas' ideas about unforced communication between citizens

Adam Smith, An Inquiry into the Nature & Causes of the Wealth of Nations, Vol 1

Do market institutions foster prosociality

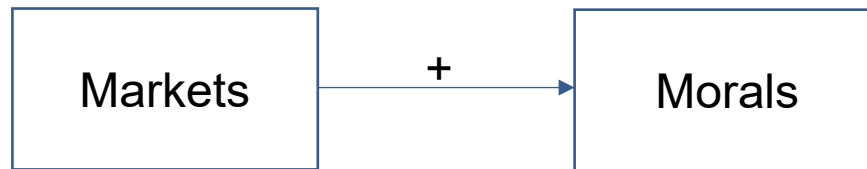
Mean DG offers for each population plotted against mean value of MI



- market integration (measured as the percentage of purchased calories) positively covaries with fairness

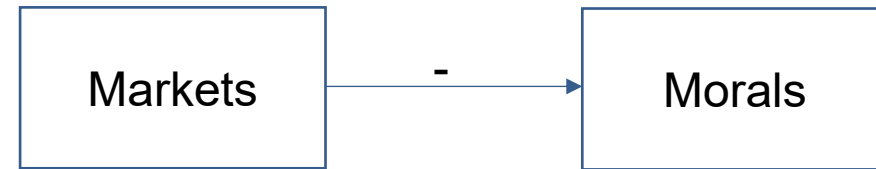
The 4 Views as Models

The liberal dream



Shackles and Blessings

The commodified nightmare



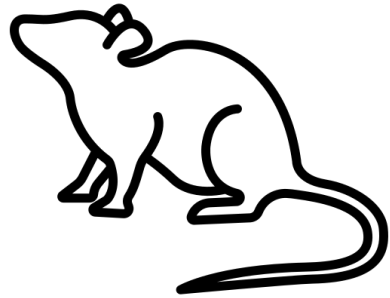
Markets as scientific and moral projects

Destructive markets: the commodified nightmare

- Markets:
 - Reduce our justification for action to narrow self-interest
 - Make cooperation and altruism unintelligible or crowd out the motivation to engage in them
 - Only deliver as much freedom as one's money can buy
 - Do not allow for authentic diversity but rather commodified alternatives

Imagine the following situation

1) You get a mouse



2) You get an offer

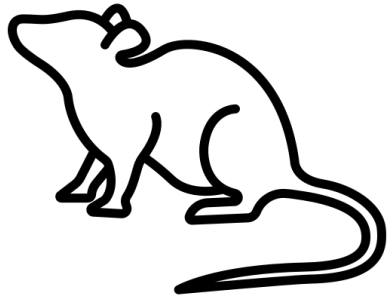
1. Get 20 € but the mouse will be killed
2. Decline the offer (get no money) but the mouse will live

3) You decide

What will you do?

Imagine the following situation

1) You get a mouse, and another person gets 40€



2) The other person can make an offer that you can accept or decline

1. The other person buys the mouse you get what the other person offers. The person gets the rest of the 40 € and the mouse dies.
2. You decline the offer (you and the other person do not get any money), but the mouse will live.

3) You decide

What will you do?

Falk & Szech (2013)

- Motivation:

- Profit maximizing agents & Pro-social behavior is observed → Is there a conflict between market & values
- Identifying a causal effect of markets on values is difficult with historical data → Experiment

- Design –Treatments:

- T1: individual: 1 person – decision A (no money, mouse alive) und B (10 euro, mouse dead)
- T2: bilateral: 2 person – seller (endowed by the mouse) & buyer bargaining over 20 Euro → if no trading over the money – mouse stays alive, if they split up the mouse will be killed
- T3: multilateral: 9 sellers (1 mouse each) & 7 buyers → sellers could accept any offer from buyers – mouse will be killed, no offer got accepted – mouse stays alive
- T4 + T5 = T1 and T3 with coupons
 - + Several robustness checks and a individual price-list treatment.

- Earnings:

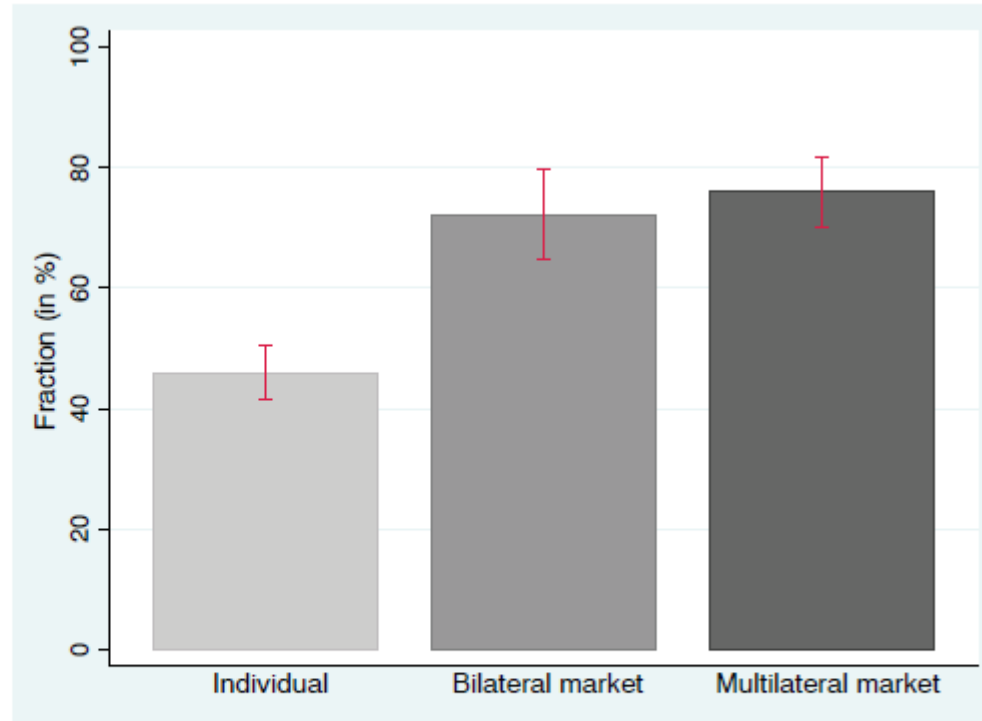
- T1 – one shot – paid, T2 & T3 – 10 trading periods – only one period was paid

- Measures:

- share subjects willing to kill a mouse,
- Minimum trading prices at which mice are killed

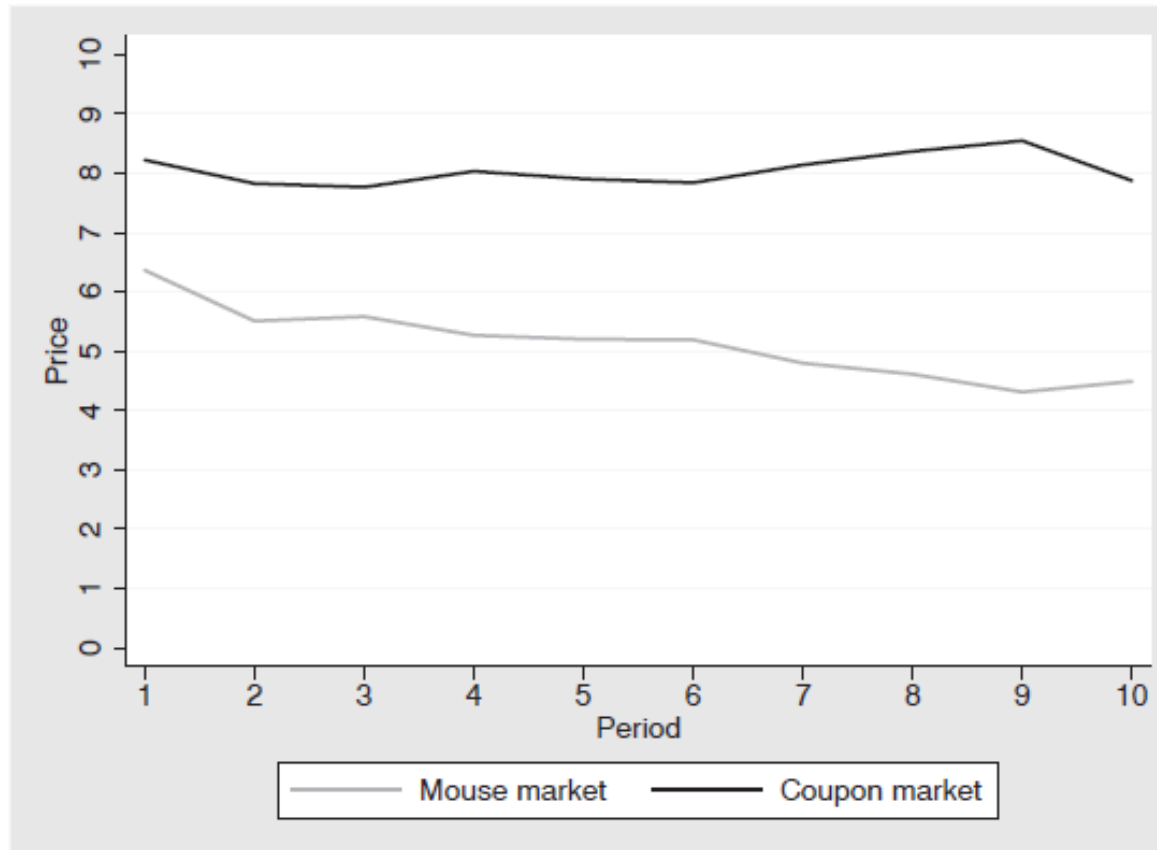
Falk & Szech (2013) – Results

Fig. 1. Market interaction erodes moral values, relative to individually stated preferences: fractions of subjects who are willing to kill a mouse for monetary amounts below or equal to 10 euros in the individual treatment, the bilateral market, and the multilateral market. For both markets, fractions are calculated using the lowest prices accepted by sellers in actually concluded trades. Error bars show standard deviations at the means. Differences between the individual treatment and markets are significant at the 1% level. Individual versus bilateral market: $P < 0.01$, $n = 160$ (two-sample test of proportions). Individual versus multilateral market: $P < 0.01$, $n = 178$ (two-sample test of proportions). The difference between markets is not statistically significant.



Falk & Szech (2013) – Results 2

Fig. 2. Evolution of trading prices in the multilateral mouse market and the multilateral coupon market (means over all trades). The downward trend in prices in the mouse market is significant ($P = 0.006$, $n = 297$, random effects regression). No significant price trend is observed in the coupon market ($P = 0.319$, $n = 233$, random effects regression).



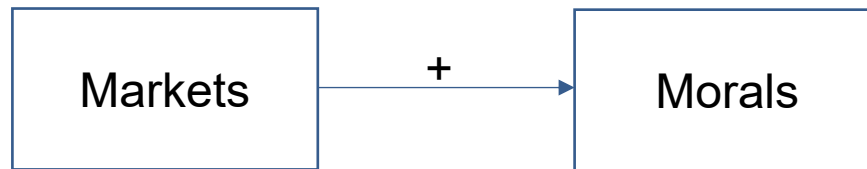
- However, see Bartling, Fehr, & Özdemir (2023): “playing repeatedly, and not market interaction, causes the erosion of moral values” – “Note that we do not show that market interaction generally does not erode moral values”

Falk & Szech (2013)

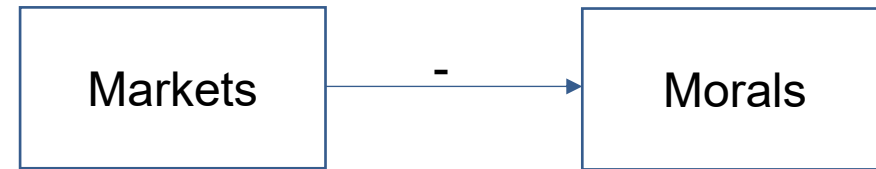
- Hypothesis: Markets display a tendency to erode moral standards, relative to individual decision making
- → mentioned social mechanisms:
 - Argument 1: responsibility and guilt-sharing
 - Argument 2: market interactions reveal social information about norms (self-interest is more permissible)
 - Argument 3: market provides a materialistic aspect and may divert attention from moral implication
 - Argument 4: (multilateral markets) notion of being pivotal may be diffused

The 4 Views as Models

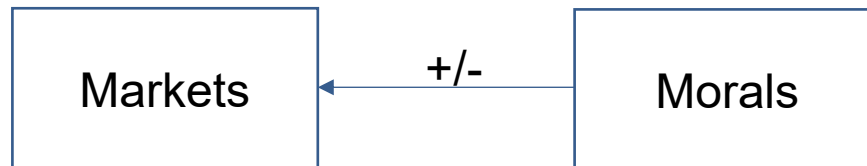
The liberal dream



The commodified nightmare



Shackles and Blessings



Markets as scientific and moral projects

Feeble markets: shackles and blessings

- Markets are not powerful → markets are embedded in, entangled with, or otherwise dependent on other parts of society
- Thus, in the problem order markets are dependent on the moral order rather than the other way around
- Three main variants:
 - Realist view: capitalism only thrives in certain cultures,
 - Voluntarist view: conditions that help capitalism can be politically implemented
 - Differentiated view: capitalism comes in different forms and follows different paths in different places

How morals might affect markets

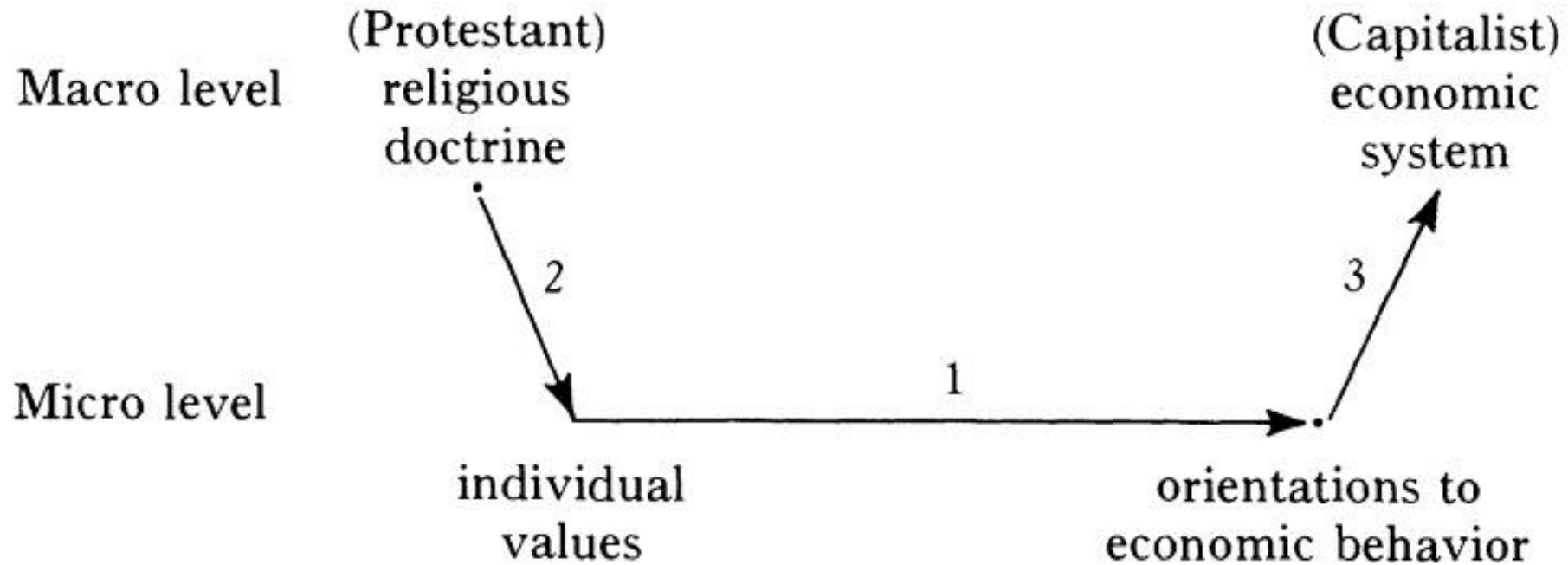
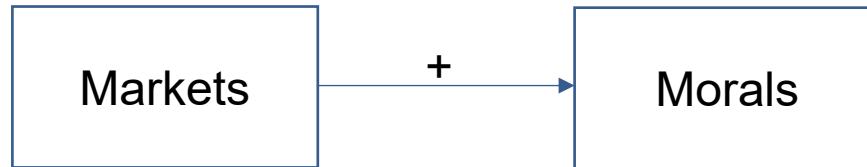


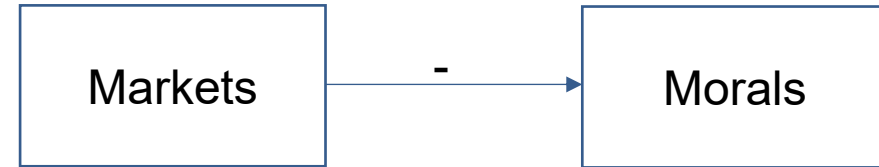
FIG. 2.—Macro-micro-macro relations: methodological individualism

The 4 Views as Models

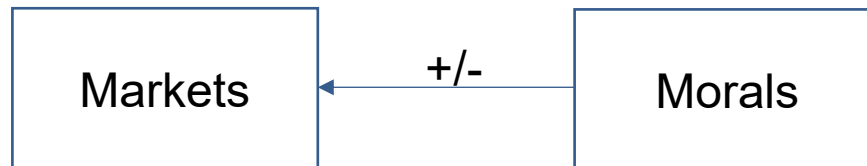
The liberal dream



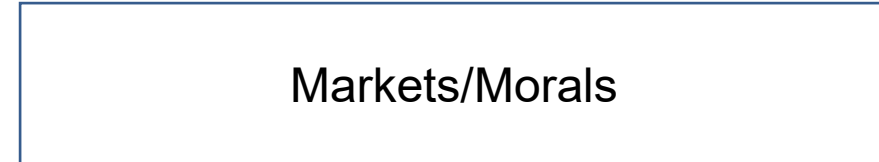
The commodified nightmare



Shackles and Blessings



Markets as scientific & moral projects



Moralized markets: markets as scientific and moral projects

- Markets **are** culture, not just because they are the products of human practice and sense making but because **markets are explicitly moral projects, saturated with normativity.**
- Role of markets in the creation of moral boundaries between persons or societies → moralizing prices
- Practice of the development of social technologies that bring the behaviour of markets in line with the demands of the theory (remember financial markets MacKenzie → performativity)
- Economic rules are filled with explicit moralizing (e.g. creditworthiness) fair prices/wages include ideas about “real” worth

Market exchange is saturated with moral meaning—it involves more or less conscious efforts to categorize, normalize, and naturalize behaviours

Finance as “sense-making” activity

Carruthers, Bruce G., and Jeong-Chul Kim. ‘The Sociology of Finance’. *Annual Review of Sociology* 37, no. 1 (11 August 2011): 239–59.

The value of Amazon (Dec-1998): 400\$ or 50\$ Analysts as calculator, lemmings or frame-makers(critics)

Blodget

We see [Amazon] as an electronic customerservices company in the business of *helping its customers figure out what they want to buy* (. . .) and then delivering it to them at a good price with minimum hassle (Blodget and Erdmann, 1998: 1). We see *no reason, therefore, why Amazon will stop with books, music, and videos*. Over the next few years, we wouldn't be surprised were it to add software, toys, credit cards, auctions, foods or whatever product offering makes sense (Blodget and Erdmann, 1998: 20).

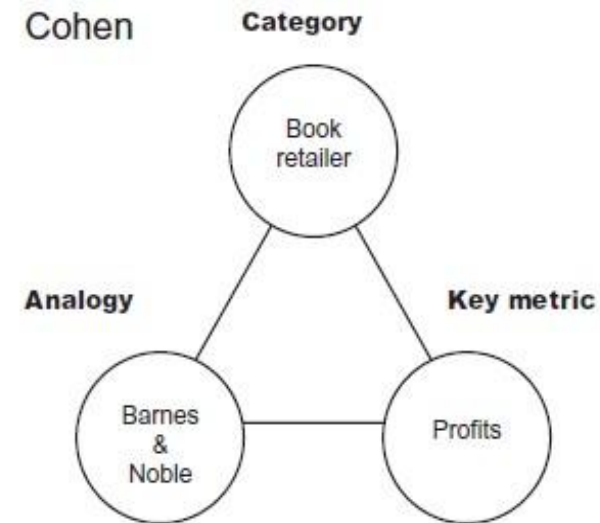
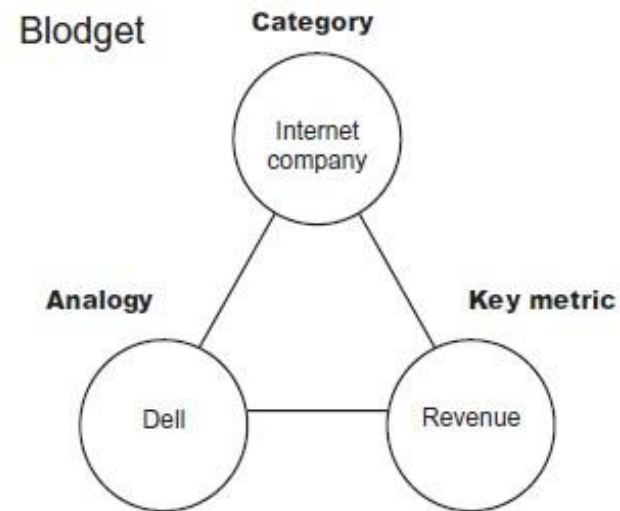
Cohen

Bookselling is an inherently competitive and low-margin business. Because the intellectual property value contained in published works typically represents only a small portion of the price to endusers, we do not expect that *moving that business to an online environment will meaningfully change those characteristics* (Cohen and Pankopf, 1998a: 1).

Beunza, Daniel, and Raghu Garud. 'Calculators, Lemmings or Frame-Makers? The Intermediary Role of Securities Analysts'. *The Sociological Review* 55, 2 (2007): 13–39.

The value of Amazon (Dec-1998): 400\$ or 50\$

- Debates not (only) about the value of a company but how to understand the company.



Short research proposals „due“ 31.01.

- ~ ½ page - 2 pages (w/o literature)
 - sketch your idea but try to answer the big questions. What is your:
 - topic, research goal, research question, theoretical argument, hypotheses, method
- Individual meetings on the 4th of Feb. to discuss your short version of the proposal and get feedback to be able to improve on the final version that will be graded
- Everything can be in German or in English
- Detailed instructions (in addition to those in the syllabus) on how the final “Hausarbeit” has to look like is available on moodle
- How to find a research question → read the literature look especially at the discussion section – what limitations are mentioned what are researchers suggesting that should be done in the future + look again at review articles (beginning 3 sessions, see also “Annual reviews”)

<https://www.annualreviews.org/search?value1=fairness&option1=fulltext>



LUDWIG-
MAXIMILIANS-
UNIVERSITÄT
MÜNCHEN

Philosophische Gerechtigkeitstheorien

Grundlage: Rawls (1999 [1971]) & Nozick (1974)



„Verbesserungspotential“

- Folien vor Sitzung
- Folien auf Deutsch
- Mehr Zeit für Diskussionen
- Folien übersichtlicher gestalten

Ganz OK

- Kurze Wiederholungen
- Clips/Videos
- Fragen stellen/Interaktionen
- Interaktive Übungen
- Referat
- Beispiele
- Folien nach der Übung hochladen
- Inhalt?

What questions have we dealt with so far?

- How does structure influence justice beliefs and how do justice beliefs affect structure?
- Is justice a prime motive for human (in)action?
- Do we need to believe in a just world?
- How do justice concerns relate to concerns for self-interest, efficiency, and risk?
- What are ideal types of distributive justice and procedural justice and how are they influenced by the situation or the structure/definition of social relationships
- Do status and cultural norms (structure) influence our understanding what is just?
- What's the sociological (micro-macro) approach to social justice?
- (Does morality influence the market or vice versa?)

What have we not answered so far?

What is just(ice)?

rabbit hole

noun [C]

UK  /ˈræb.ɪt ˌhəʊl/ US  /ˈræb.ɪt ˌhoʊl/

Add to word list 



Jose A. Bernat Bacete/Moment/
Gettyimages

+ 

a complicated or difficult situation, especially one that is difficult to get out of:

+ 

a situation in which you become so interested in a subject or an activity that you cannot stop trying to find out about it or doing it:

<https://dictionary.cambridge.org/dictionary/english/rabbit-hole>

Why should sociology care about normative justice?

- Sociology most concerned about what people find appropriate, why they do so and how this affects their beliefs and actions
- However, we can use philosophical ideas as ideal types to study ...
 - ... how much they apply in practice.
 - ... whether they are empirically distinct and when.
 - ... to structure our analytical thinking.
 - ... to investigate how much people have integrated philosophical thinking in their practice.
 - ... to investigate which structural compositions in societies favour certain normative beliefs.

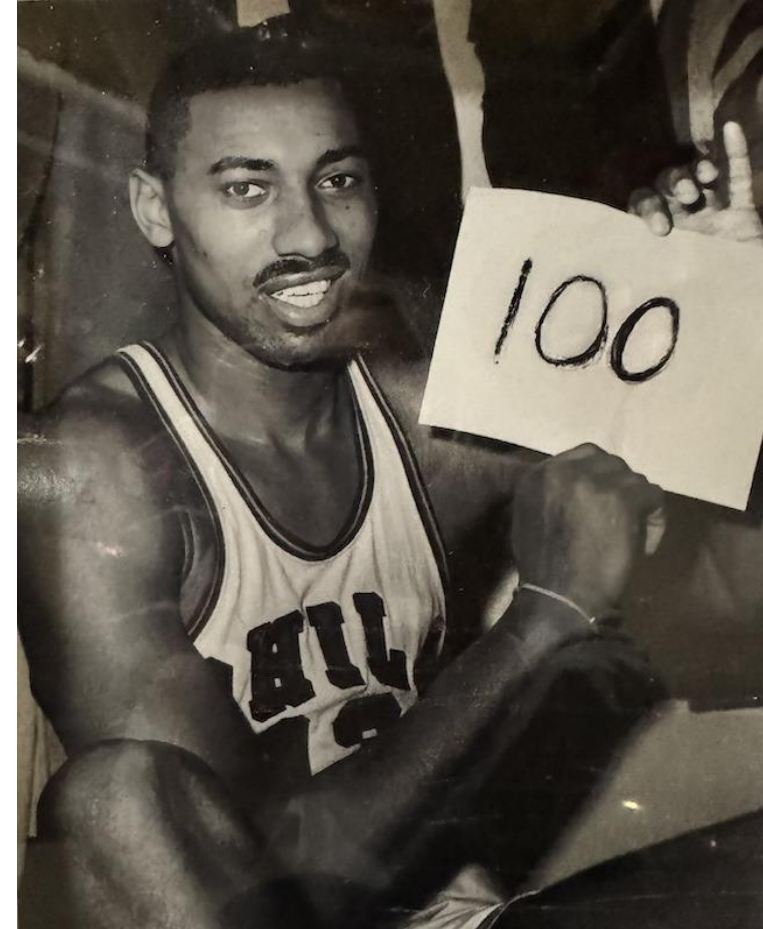
Is this just?

Let us assume distribution D1; perhaps everyone has an equal share, perhaps shares vary in accordance with some dimension you treasure.

Now suppose that Wilt Chamberlain is greatly in demand by basketball teams, being a great gate attraction. He signs the following sort of contract with a team: In each home game, twenty-five cents from the price of each ticket of admission goes to him.

The season starts, and people cheerfully attend his team's games; they buy their tickets, each time dropping a separate twenty-five cents of their admission price into a special box with Chamberlain's name on it. They are excited about seeing him play; it is worth the total admission price to them.

Let us suppose that in one season one million persons attend his home games, and Wilt Chamberlain winds up with \$250,000, a much larger sum than the average income and larger even than anyone else has.



Is he entitled to this income? Is this new distribution D2, unjust? If so, why?

(Nozick 1974)

Discuss the following normative statements

- A. One should strive to one's actions create the greatest amount of good for the greatest number of people.
- B. If each person's holdings are just then the total set (distribution) of holdings is just.
- C. Individuals should have access to means of achieving a fulfilling live and their ability to use them
- D. Inequalities are just if they result in compensating benefits for everyone (no one loses) and fundamental rights are guaranteed.

An example: What is just?

Three children are fighting over a flute.
Who would you give it to?



CHILD A

"I should get the flute. I'm the only one here who can play it. And after all, the point of the flute is to make music. The other two can't play, so why should they get it?"



CHILD B

"I made the flute. I provided the materials for it. I spent time and effort making it. It is the fruit of my labour. How could you possibly take this from me and give it to someone else?"



CHILD C

"Of the three of us, I am the poorest. I have nothing in this world. Even though I don't play the flute and I didn't make it, you should give me the flute. Because, then, you would have improved my lot in life immeasurably."

Source: Amartya Sen's The Idea of Justice



Dreamerszz • 2y ago

None. Teach them to freaking share



↑ 68 ↓



bancrusher • 2y ago

B is the legal owner of it, A and C can fk off or i call polis.



↑ 517 ↓

Discuss the following normative



CHILD A

"I should get the flute. I'm the only one here who can play it. And after all, the point of the flute is to be played."



CHILD B

"I made the flute. I provided the materials for it. I spent time and"



CHILD C

"Of the three of us, I am the poorest. I have nothing in this world. Even though I don't play"

A. One should strive to one's actions create the greatest amount of good for the greatest number of people.

B. If each person's holdings are just then the total set (distribution) of holdings is just.

C. Individuals should have access to means of achieving a fulfilling live and their ability to use them

D. Inequalities are just if they result in compensating benefits for everyone (no one loses) and fundamental rights are guaranteed.

Basic concepts in ethical reasoning

Deontological reasoning

- Δέον (déon) ~ obligation
- Is the action itself just
 - Duty (Pflichtethik)
 - Is the action just in the face of god / the state / reason (Vernunft)
 - Defines the right before the good
- A moral person asks:
 - Can I justify my action?
- Example:
 - Categorical imperative (Kant): act so that you will want the maxim of action to become a universal law

Teleological reasoning

- τέλος (telos) ~ goal
- Are the consequences of actions just
 - Consequentialist ethics
 - Does it create a good: happiness, utility, etc.
 - The good is defined independent of the right
- A moral person asks:
 - Can I justify the consequence of my action?
- Example:
 - Utilitarianism: the greatest amount of good for the greatest number of people
 - Mills, Bentham etc.

Contract theories (Contractualism)

Contract in the natural state

- Negative natural state
 - People naturally fight against each other for their interests
 - People agree that they need the absolute state to safe us from ourselves
 - Example: Hobbes
- Positive natural state
 - People are free, self-sufficient, without property
 - People agree that they need the state to get closer to the good natural state destroyed by property
 - Example: Rousseau

Contract in the original position of equality (Rawls)

- Original position
 - humans come together as individuals to decide how to guarantee and distribute the benefits of human cooperation
 - Free and rational persons concerned to further their own interest
 - Agree on justice as constituting the “fundamental charter of a well-ordered human association”
- Veil of ignorance:
 - No one knows their place in society, their class position, status, fortune, characteristics, intelligence, strength etc.
 - Necessary to avoid problems of structural inequality

„Justice as Fairness“

Principles of justice are agreed to in an initial situation that is fair

- What principles follow?
- Utilitarianism?
 - Why should one agree to have an enduring loss to bring about a greater good for all?
 - Illogical answer for people concerned with the advantages of social cooperation among equals
- 2 Principles follow according to Rawls:
 1. Equality in the assignment of basic rights and duties
 2. Social and economic Inequality is just only if they result in compensating benefits for everyone and in particular for the least advantaged members in society

The first principle must be fulfilled after that the second principle must be fulfilled

Core argument: justice is an integral part of rational choice theory because rational agents agree to just principles in the original position

The take against Utilitarianism

The individual rational logic of utilitarianism

- Argues that individuals and societies should have the same way of deciding what is good
 - Balancing future gains and losses
- „principle of choice for an association of persons is interpreted as an extension of the principle of choice for one person“
- → efficient administration decides fundamentally what is right

The fundamental problem

- Problem: Utilitarianism allows that the greater gains of some could rightfully compensate for the lesser losses of others
- Violation of the liberty of a few might be made right by the greater good shared by many
- Justice as fairness denies this possibility because people would not choose this principle in the original position

Contrasting position: The entitlement theory of justice (Nozick)

Principles

1. A person who acquires a holding in accordance with the principle of justice in acquisition is entitled to that holding
2. A person who acquires a holding in accordance with the principle of justice in transfer, from someone else entitled to the holding, is entitled to the holding.
3. No one is entitled to a holding except by (repeated) applications of 1 and 2.

Ideas

- Whatever arises from a just situation is just itself
- If each person's holdings are just then the total set (distribution) of holdings is just.
- The theory is inherently historical: whether a distribution is just depends upon how it came about.
 - Contrast: utilitarian and contract based are "end result" "time-slice principles"
 - Are not libertarian because they continuously interfere with people's lives

Contrasting position: The Capability approach (Sen & Nussbaum) [Befähigungsansatz/ Verwirklichungschancenansatz]

Ideas

- Transcendental fundamental definition of justice not possible but we can know what is unjust (example slavery)
- comparative vs. Rawl's ideal justice theory
- Criterion of justice is access to means of achieving a fulfilling live and their ability to use them.
- To assess inequality/poverty/welfare one has to look at
 - Real freedoms → free to make own decisions
 - Individual abilities (needs)
 - The activities that create wellbeing
 - Materialistic and Nonmaterialistic resources
 - Distribution of opportunities

Origin and consequences

- Direct critique of focusing on “simple” outcomes such as income poverty
- Looks also on horizontal inequality (e.g. between genders, religions etc.)
- Focus on whether individuals can translate resources into chances for self-fulfillment
 - A welfare state can substitute for the necessity of having a higher income → free education, legal aid
 - Focus on goals and not on resources: Can a person with a disability participate in society not has a person with a disability a lot of income
 - Needs are relative

What do we „want“ to maximize?

Do we want to maximize?

- People's income
- People's resources
- People's well-being
- People's positive emotions
- People's time spend without negative emotions

The issue

- In a world where people's preferences and attitudes are shaped by their resources itself – satisfying different needs would reproduce existing inequalities.
- The poor/women/etc. do not need access to education because they do not want education.
- Capabilities help us to avoid the issues involved with focusing on myopic goals.
- Only partly acknowledged by Sen:
(Process aspect of freedom)

Problem: 2 concepts of liberty (Isaiah Berlin)

Negative Liberty

- freedom from interference (by others)
- Typical forms
 - Fundamental rights
 - Rule of law
 - Spheres of protection
- Idea:
 - Does not judge your true self but just whether it restricts you

Positive Liberty

- freedom of self-determination
- Typical forms
 - Education, self-realization
 - Emancipation
 - Collective self-governance
- Problem:
 - Assumes a true rational self
 - What is that and who decides what this is? (self can become a collective: you are you because you are ...)
 - Rousseau: *forcing someone to be free*