

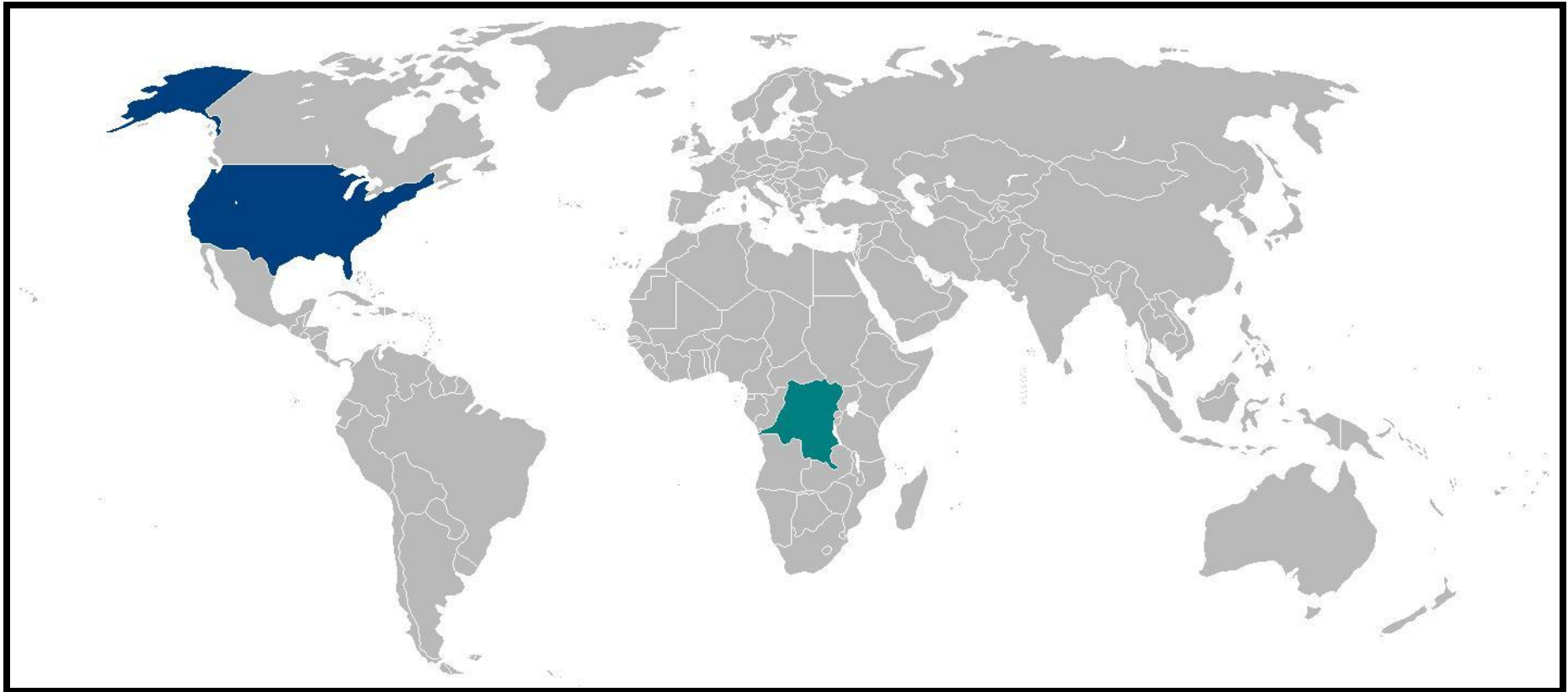


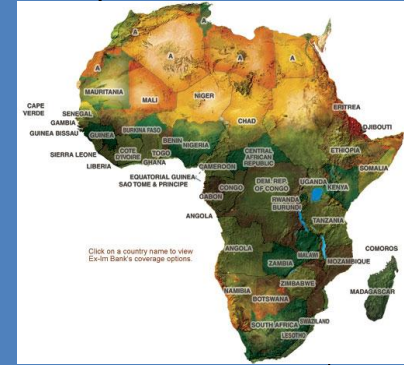
**Social Interaction**

**Democratic Republic of the Congo**

**5**

# Why focus on the DRC?





# HIV/AIDS



**In 1980, AIDS researchers identified the first known sample of HIV-infected blood in a Congolese blood bank. The frozen stored blood sample was taken in 1959 from a volunteer participating in a medical study.**

- AIDS researchers believe that the story of the HIV/AIDS global epidemic started in southeastern Cameroon around 1930, when the virus “jumped” from a chimpanzee to a human host.







Obviously, the global story of HIV/AIDS involves the study of interaction at the intimate, interpersonal level.

**Millions of “intimate” (direct and indirect) interactions—specifically an exchange of blood or other body fluids—between HIV-infected and noninfected people explain, in part, how HIV/AIDS became a global epidemic.**

**HIV's origin (the related social interactions) cannot be understood apart from European colonial rule of Africa. HIV's spread was connected to colonial practices that shaped interactions between African peoples and colonial rulers.**



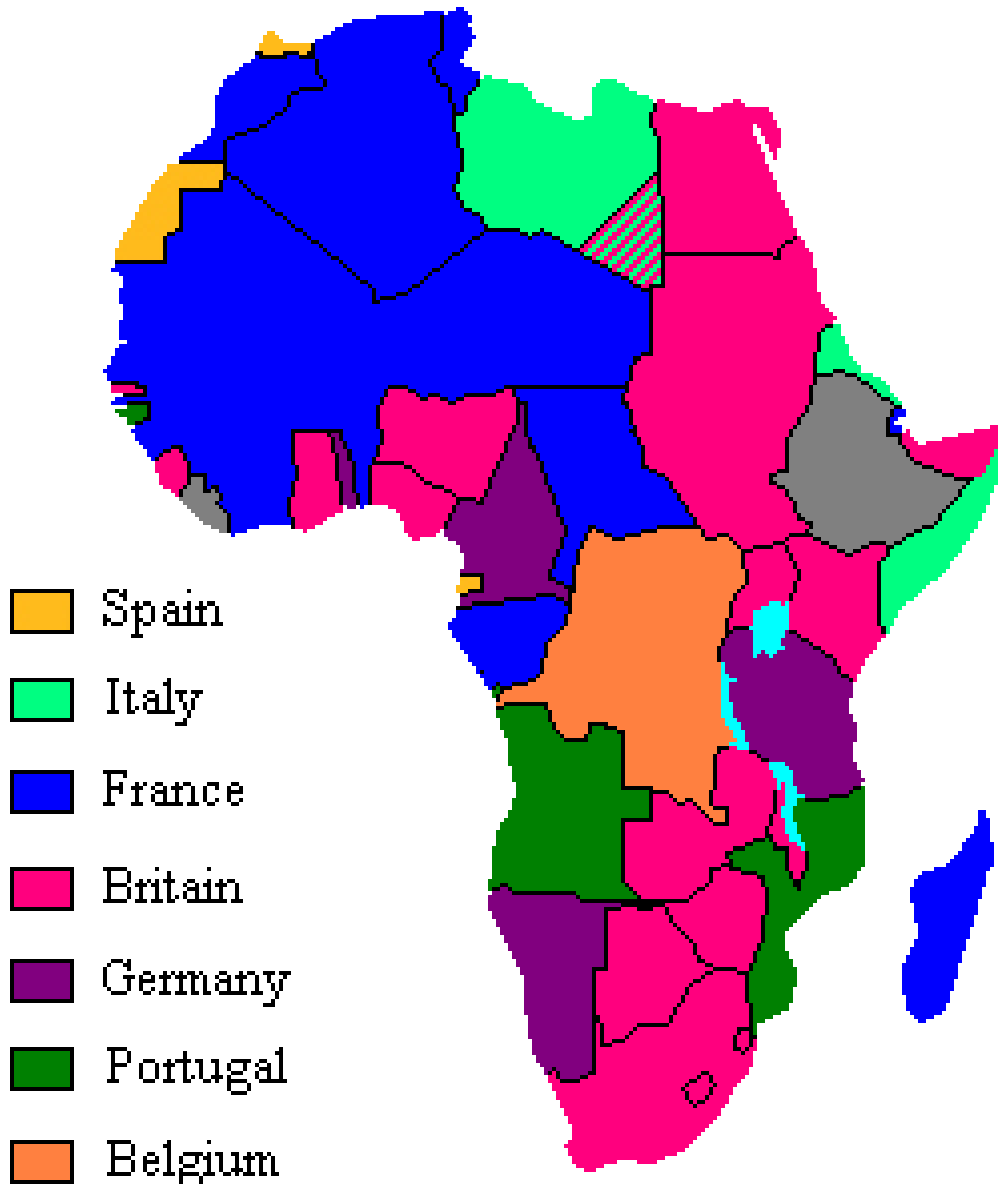
**CORE CONCEPT 1:** When sociologists study interactions, they seek to understand the **larger social forces** that bring people together in interaction and that shape the content and direction of that interaction.

- Social interaction ~ an everyday event in which at least two people communicate and respond through language and symbolic gestures to affect one another's behavior and thinking.

What larger social force drew people from all over the world (Europe in particular) to Africa, especially to the DRC?

# The larger force is colonization.

The **Industrial Revolution** goes hand-in-hand with the search for natural resources and for low-cost (even free) labor. European governments vigorously colonized much of Asia, Africa, and the Pacific in the late 19th and early 20th centuries.



**Colonization pulled peoples of Africa into a global **division of labor**. (Core Concept 2: The division of labor is an important social force that draws people into interaction with one another and shapes their relationships.)**

## Division of labor

Work that is broken down into specialized tasks, each task performed by a different set of workers specifically trained to do that task



Workers do not have to live near each other; they often live in different parts of a country or different parts of the world.

Not only are the tasks geographically dispersed, but the parts and materials needed to manufacture products also come from many locations around the world.

What role did Africa, in particular the DRC, play in the worldwide division of labor?

➤ **rubber**

➤ **ivory** (to be used in making piano keys, billiard balls, snuff boxes)

➤ **palm oil** (a machine-oil lubricant and an ingredient in soaps such as Palmolive)

➤ **coffee**

➤ **cocoa**

➤ **lumber**

➤ **diamonds**

➤ **copper**

➤ **silver**

➤ **gold**

➤ **cobalt** (needed to manufacture jet engines)

➤ **zinc**

➤ **manganese** (needed to make steel and aluminum dry-cell batteries)

➤ **coltan** (a heat-resistant mineral used in cell phones, laptops, and Playstations)

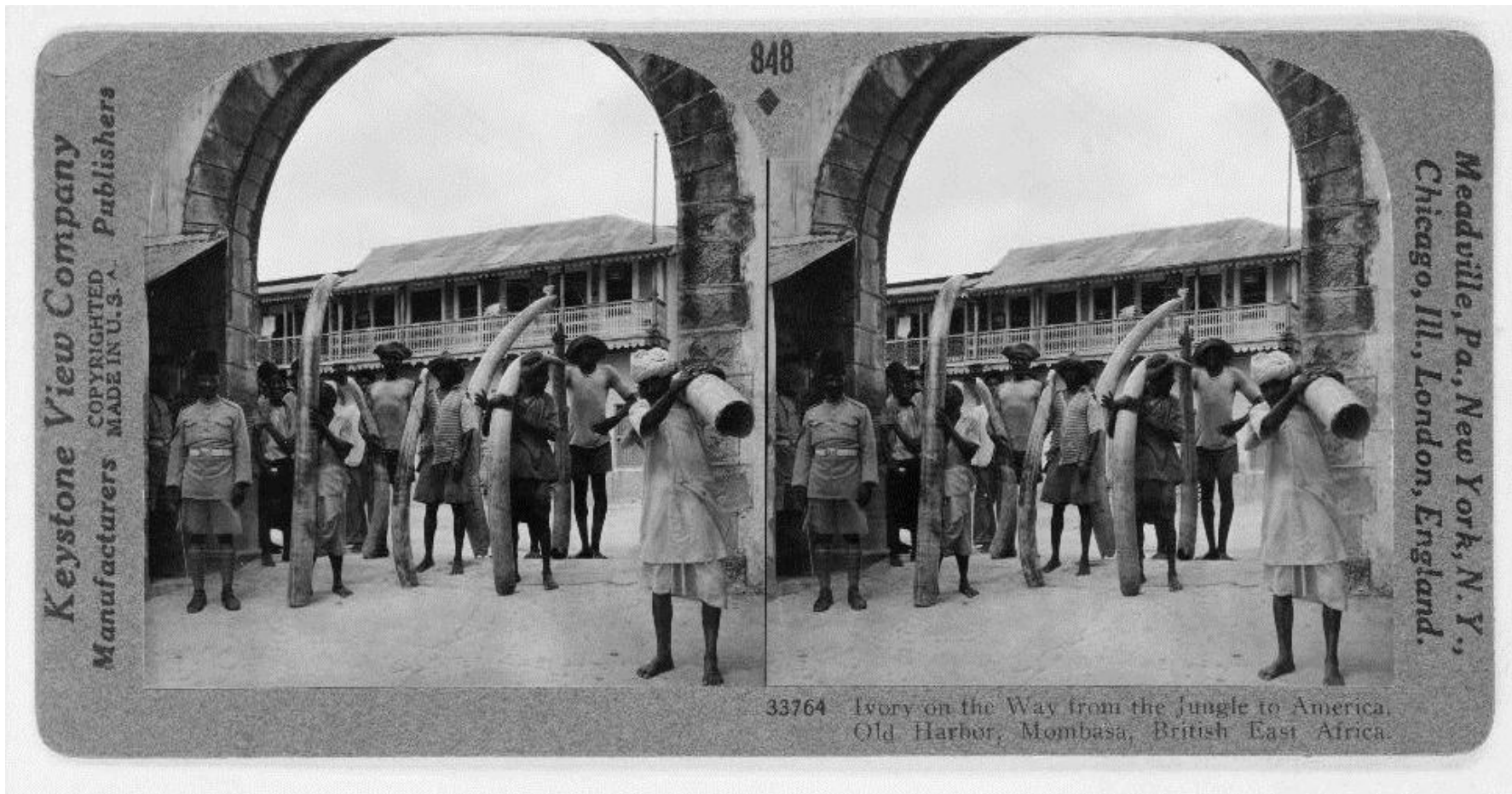
➤ **uranium** (needed to generate atomic energy and fuel the atomic bomb)

...and the labor to extract these resources and to move them out of Africa.



A bundle of rubber brought in by the young African man with the striped shirt is being weighed.





Ivory on the way from Africa to America, Old Harbor, Mombasa, British East Africa



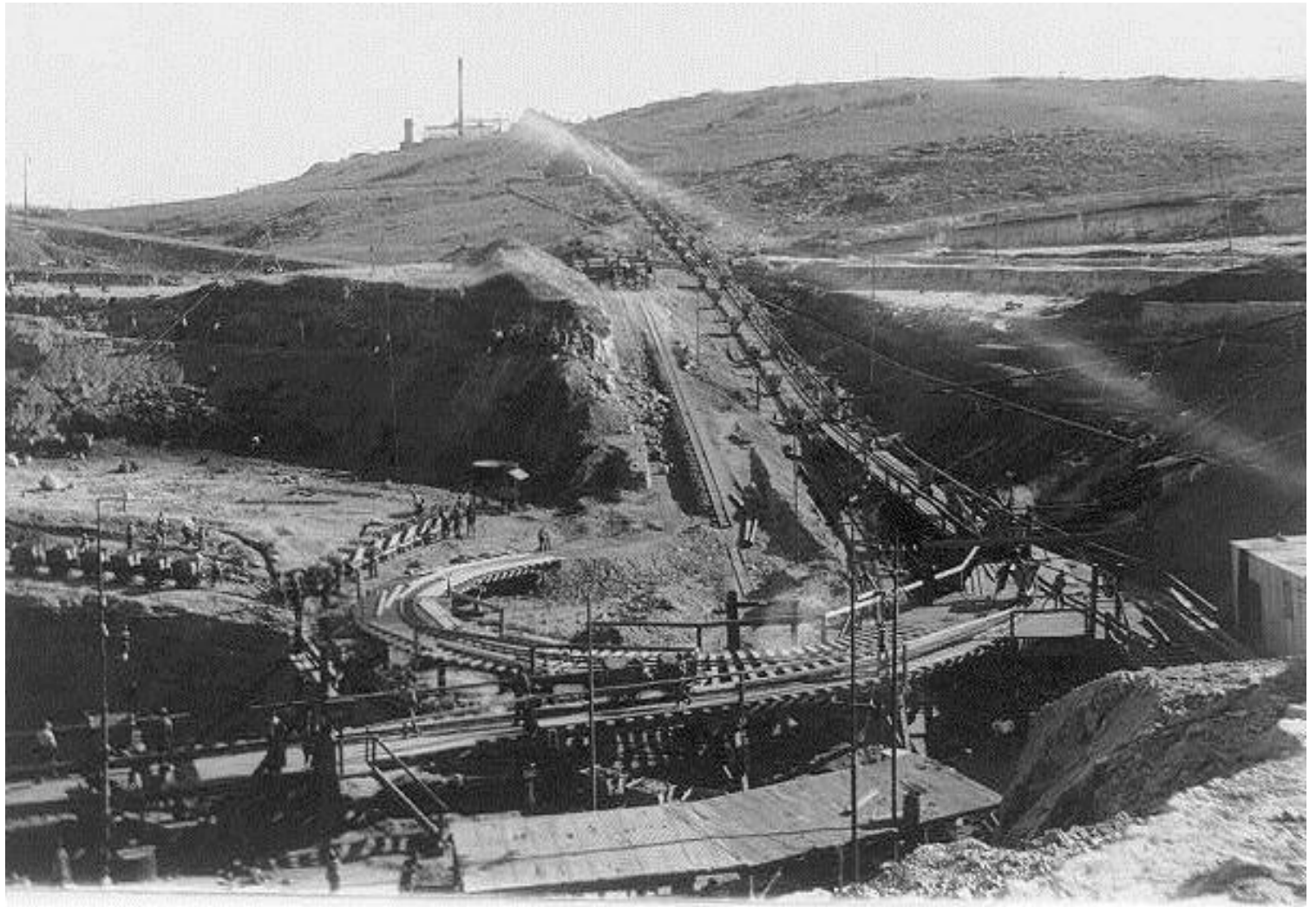


Woman picking  
coffee beans with a  
baby on her back

## African diamond miners



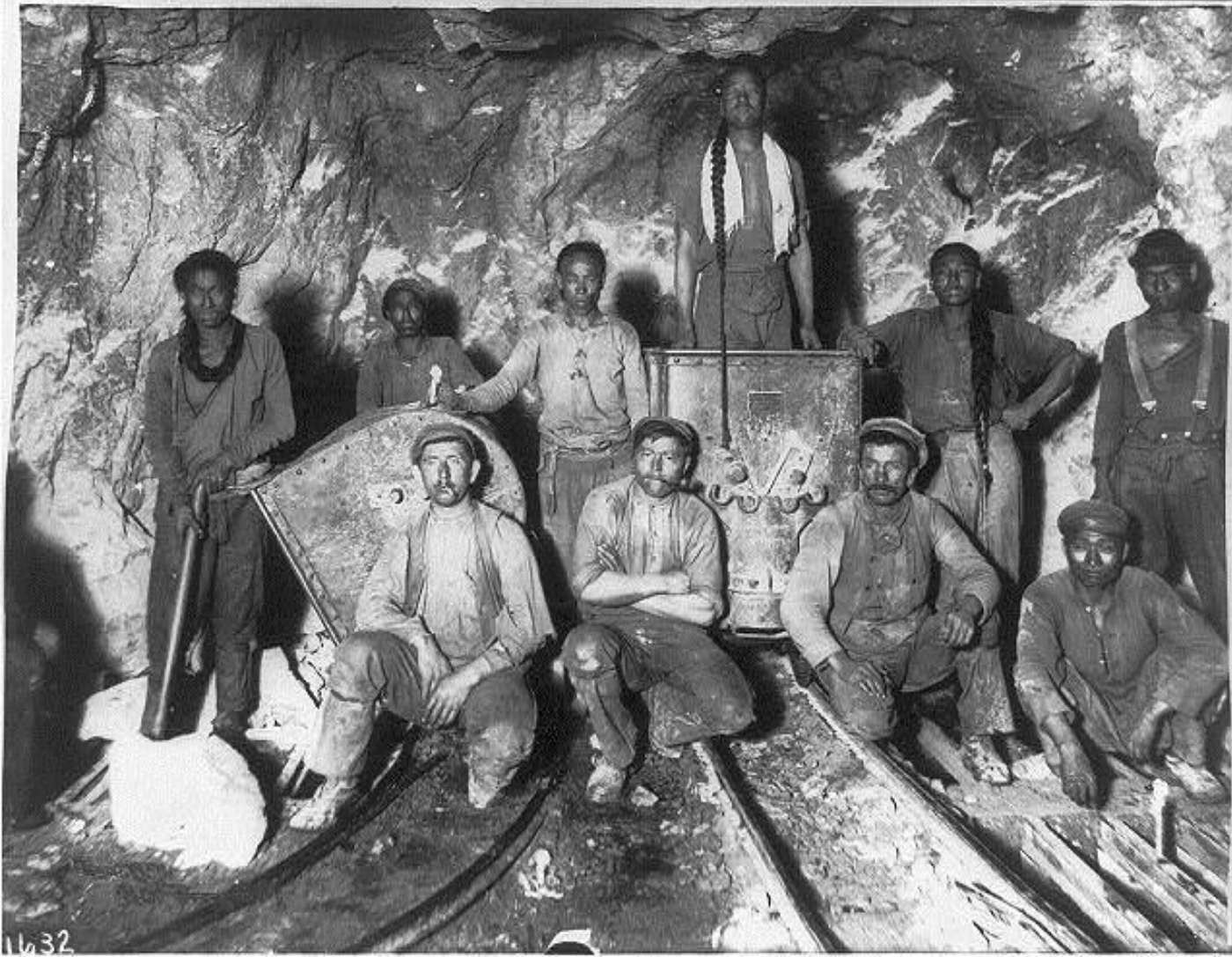




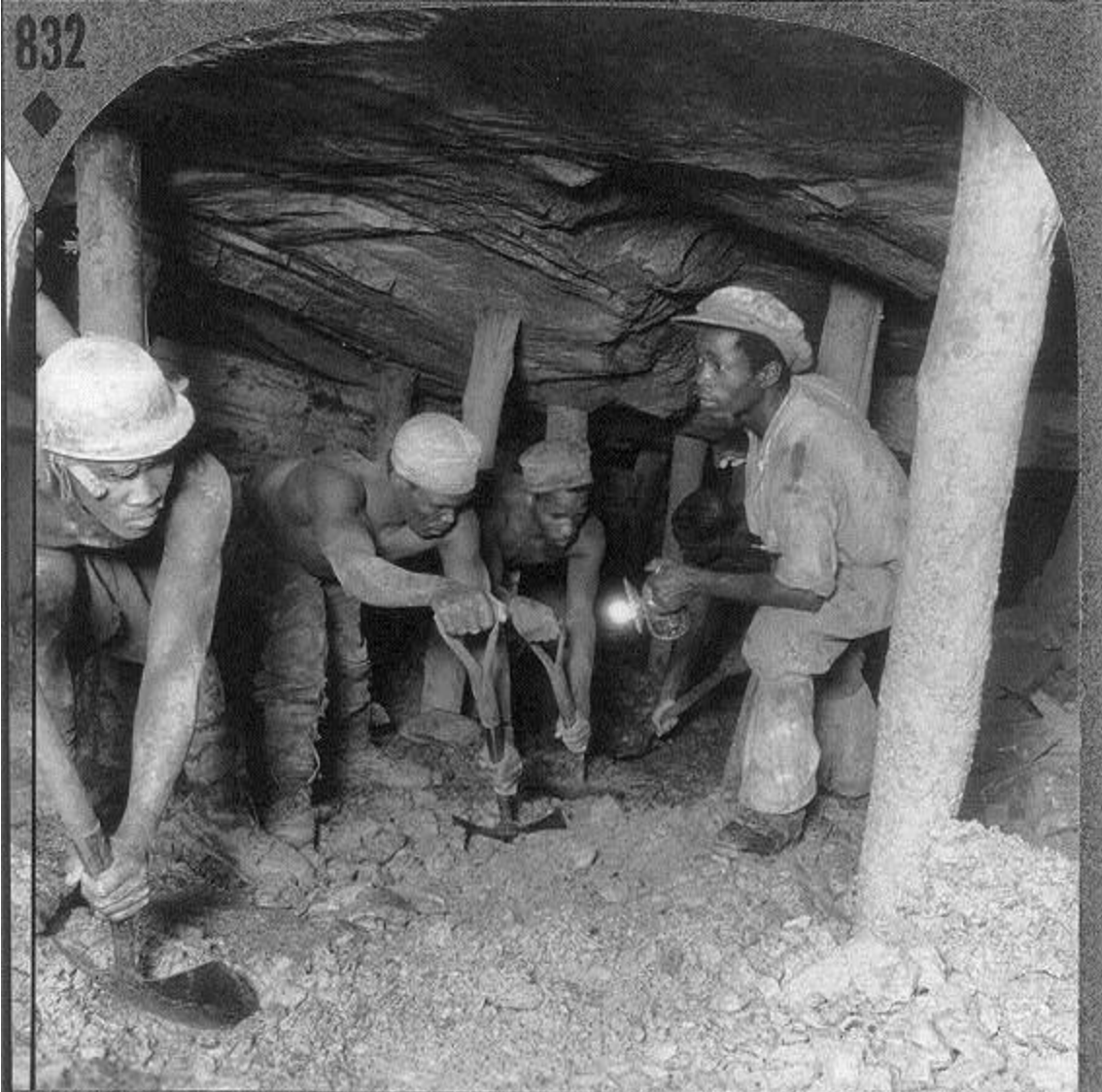
A diamond mine in Africa



Black, Chinese, and White laborers in an African gold mine



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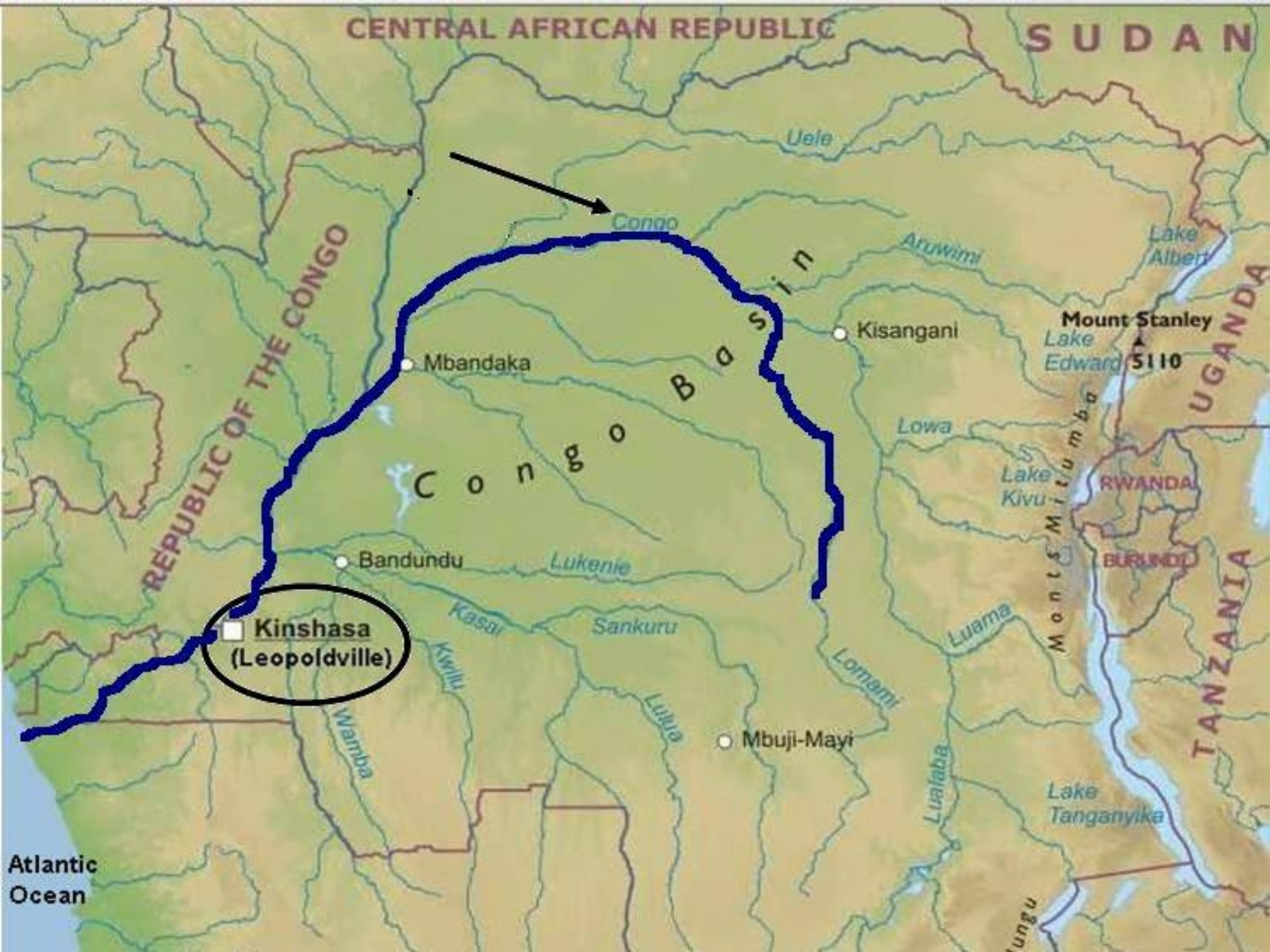
African gold miners

33760 Human Moles Follow the Compressed Air Drill—  
Developing a Drift in the Greatest Gold Bearing Region  
of the World, Crown Mine, Johannesburg, S. Africa.





Veneers for U.S combat planes are made from these specially selected logs. The logs on the right are African mahogany.



CENTRAL AFRICAN REPUBLIC

SUDAN

REPUBLIC OF THE CONGO

UGANDA

TANZANIA

Mount Stanley  
Lake Edward 5110

RWANDA

BURUNDI

Congo

C O N G O B A S I N

Kinshasa  
(Leopoldville)

Mbandaka

Kisangani

Bandundu

Mbuji-Mayi

Atlantic Ocean





The Belgian colonists viewed and treated the Congolese “like animals, as beasts of burden” forcing them to carry or push loads long distances.





A Léopoldville shipyard in the 1930s. Shipyard workers are pushing barges into the Congo River.

The story of HIV/AIDS very likely begins with these interactions between Europeans and African peoples.

# Emile Durkheim

**Solidarity** - the social glue or the ties that bind people to one another and to society





What is the social glue that binds these men to one another and to society?





22 Congo Belge Elisabethville Les premiers moyens de transport.  
Belgisch Congo De eerste vervoermiddelen.

What is the social glue that binds these men to one another and to society?

# Mechanical solidarity

Social ties based on uniform thinking and behavior



## Mechanical solidarity

**A person's "first duty is to resemble everybody else"—that is, "not to have anything personal about one's beliefs and actions" (Durkheim 1933; p. 396).**



## Mechanical solidarity

- **Simple division of labor** where, for the most part, everyone in a society performs the same tasks needed to maintain their livelihood
- **Sameness** gives rise to common experiences, skills, and beliefs
- Do not have the technologies that permit the mass production of products (which creates differences)
- Intimacy to relationships
- Rituals support connections among people.

# Organic Solidarity

## **Complex division of labor**

1. Specialized tasks
2. The workers involved in production of a product do not have to know one another.
3. Materials and labor comes from different locations.

# Organic Solidarity

- Social ties founded on **interdependence and cooperation**.
- People relate to others in terms of their **specialized roles** in the division of labor and as **customers**.
- Most day-to-day interactions are short-lived, impersonal, and instrumental (that is, we interact with strangers for a specific reason).
- Few individuals possess the knowledge, skills, and materials to be self-sufficient.
- People find that must depend on **strangers**.
- Social ties are strong, not because people know one another, but because **“strangers” need one another to survive**.

## Disruptions to Division of Labor

Events that break down individuals' ability to meaningfully connect with others through their labor include

- (1) industrial and commercial crises caused by plant closings, massive layoffs, epidemics, technological revolutions, or war



# Disruptions to Division of Labor

(2) workers' strikes

## Disruptions to Division of Labor

(3) job specialization, insofar as workers are so isolated that few people grasp the workings and consequences of the overall enterprise

## Disruptions to Division of Labor

(4) forced labor, such that people have no choice in the work they do

## Disruptions to Division of Labor

(5) inefficient management and development of workers' talents and abilities, so that work for them is nonexistent, irregular, intermittent, or subject to high turnover

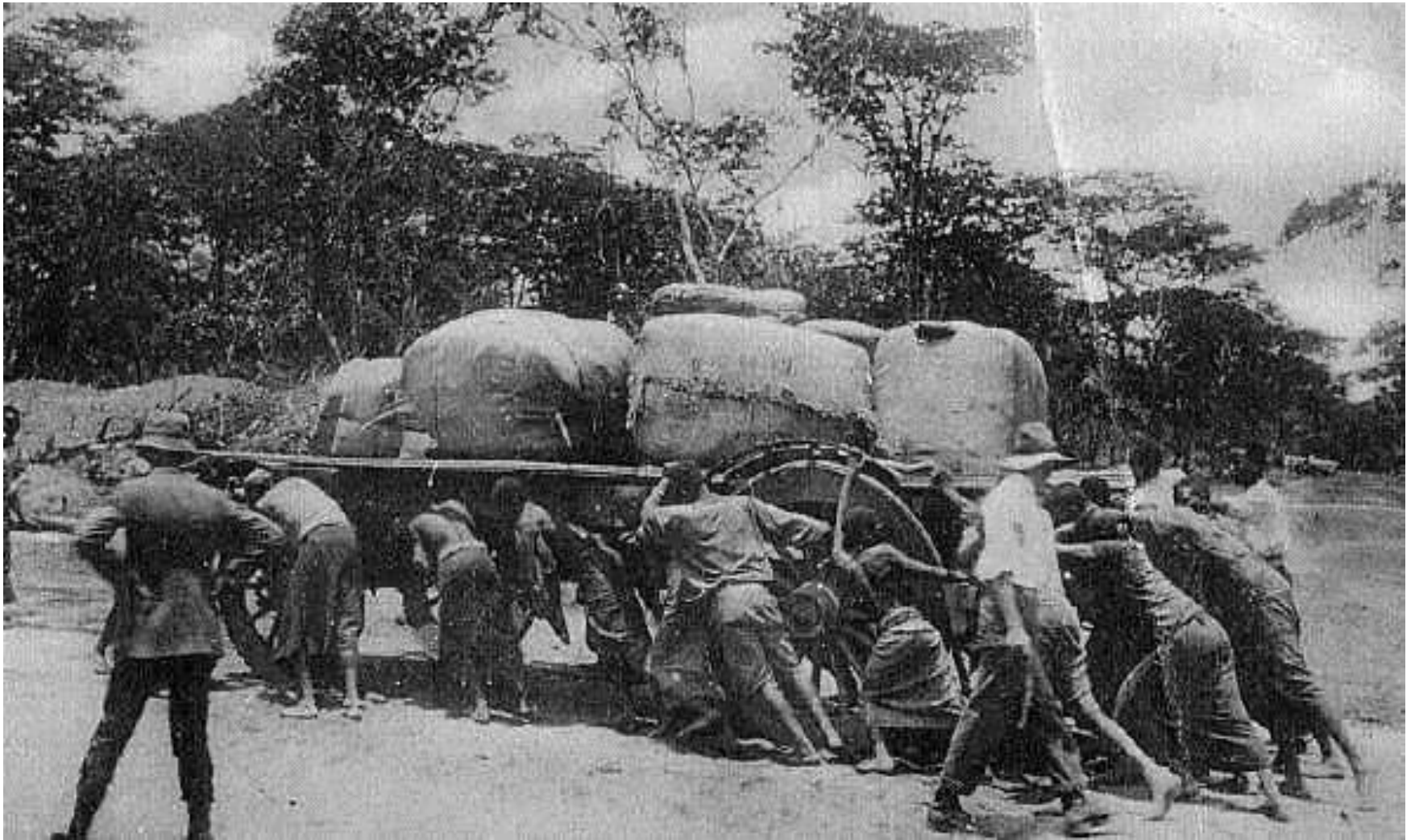
Today:

*Unemployment and underemployment result from disruptions to the division of labor.*

For the Belgian Congo, a major “disruption” to the division of labor was “the forced division of labor.” All occupations are filled according to inherited traits (such as nationality, age, race or sex) rather than ability.



The Belgian colonists viewed and treated the Congolese “like animals, as beasts of burden” forcing to carry or push loads long distances.



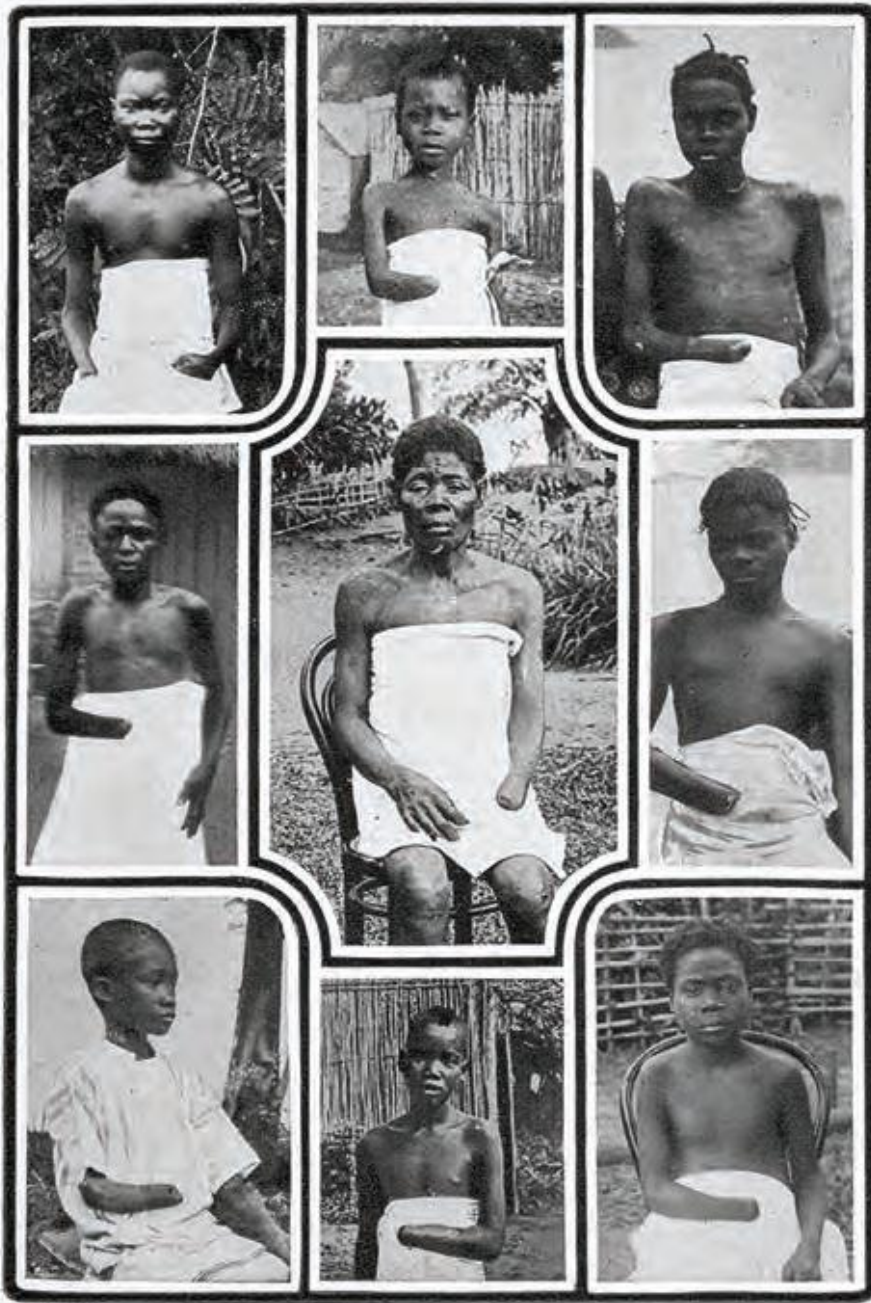


A Leopoldville shipyard in the 1930s. Shipyard workers are pushing barges into the Congo River.

The Congolese people were physically exhausted and vulnerable to sleeping sickness.

(Animal Planet Sleeping sickness)





An iconic image of Leopold's rule was the severed hands of the Congolese.

FROM PHOTOGRAPHS, CONGO STATE

“The pictures get sneaked around everywhere.”— *Page 40.*









# Social Status

- A. Core Concept 3: When analyzing any social interaction, or any human activity, sociologists locate the social structure in which it is embedded.**
1. Social structure - largely invisible system that coordinates human interaction in broadly predictable ways.
  2. Social structures encompass at least four interrelated components: statuses, roles, groups, and institutions.

# Social Status

- a. Social Status: a human-created and defined position in society
  - i. **Status set** - all the statuses a person assumes
  - ii. **Ascribed statuses** - result from chance; that is, the individual exerts no effort to obtain them
  - iii. **Achieved statuses** - acquired through some combination of personal choice, effort, and ability
  - iv. **Ascribed statuses** can play a role in determining achieved statuses.
  - v. **Master status** - one status in a status set that overshadows the others such that it shapes every aspect of life and dominates social interactions

# Social Status

- b. Roles - the behavior expected of a status in relation to another status.
  - i. **Role performance** - the actual behavior of the person occupying a role
  - ii. **Role strain** - a predicament in which there are contradictory or conflicting role expectations associated with a single status.
  - iii. **Role conflict** - a predicament in which the roles associated with two or more distinct statuses that a person holds conflict in some way

# Social Status

- c. Group-two are more people interacting in largely predictable ways and who share expectations about the purpose for being.
  - i. Secondary groups: two or more people who interact for a specific purpose.

# Social Status

d. Institutions – relatively stable and predictable social arrangements created and sustained by people that have emerged over time with the purpose of coordinating human activities to meet some need.

- i. Institutions have a history.
- ii. Institutions continuously change.
- iii. Institutions allocate scarce and valued resources in unequal ways.
- iv. Institutions promote ideologies that legitimate their existence.



# The Dramaturgical Model of Social Interaction

**A. Core Concept 4: Social interaction can be viewed as if it were a theater, people as if they were actors, and roles as if they were performances before an audience.**

1. Dramaturgical model - social interaction is viewed as if it were theater, people as if they were actors, and roles as if they were performances before an audience in a particular setting.
2. Impression management – the process by which people in social situations manage the setting, their dress, their words, and their gestures to correspond to the impression they are trying to make or the image they are trying to project.

# The Dramaturgical Model of Social Interaction

3. Impression management – the process by which people in social situations manage the setting, their dress, their words, and their gestures to correspond to the impression they are trying to make or the image they are trying to project.

a. Most of the time, people are not aware that they are engaged in impression management; they are simply behaving in ways they regard as natural.

b. Even if people are aware that they are manipulating reality, impression management can be a constructive feature of social interaction.

c. The dark side of impression management - when people manipulate their audience in deliberately deceitful and hurtful ways

# The Dramaturgical Model of Social Interaction

- B. Front- and Back-Stage Behavior - situations in which people are most likely to engage in impression management
  1. Front stage - the area visible to the audience, where people feel compelled to present themselves in expected ways.
- C. Back stage - the area out of the audience's sight, where individuals let their guard down and do things that would be inappropriate or unexpected on the front stage.

# Attribution Theory

**A. Core Concept 5: People assign causes to their own and others' behaviors. That is, they propose explanations for their own and other's behaviors, successes, and failures and then they respond accordingly.**

1. Dispositional causes are forces over which individuals are supposed to have control, including personal qualities or traits, such as motivation level, mood, and effort.

2. Situational causes are forces outside an individual's control, such as the weather, bad luck, and others' incompetence.

# Attribution Theory

**A. Core Concept 5: People assign causes to their own and others' behaviors. That is, they propose explanations for their own and other's behaviors, successes, and failures and then they respond accordingly.**

3. People usually stress situational factors when explaining their own failures and stress dispositional factors when explaining their own successes.

4. With regard to other people's failures or shortcomings, people tend to stress dispositional factors. With regard to others' successes, people tend to emphasize situational factors.



# Attribution Theory

**A. Core Concept 5: People assign causes to their own and others' behaviors. That is, they propose explanations for their own and other's behaviors, successes, and failures and then they respond accordingly.**

5. Dispositional explanations of a problem that point to a group—or characteristics supposedly inherent in members of that group—are simplistic and potentially destructive not only to the group but also to the search for solutions.

# Attribution Theory

B. From a sociological perspective, dispositional explanations that blame a group are simplistic and potentially destructive, not only to the group but also to the search for solutions.

1. Scapegoat – a person or group blamed for conditions that (a) cannot be controlled, (b) threaten a community's sense of well-being, or (c) shake the foundation of an important institution.