

Online Appendix

When the Sorting Hat Sorts Randomly: A Natural Experiment on Culture

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A Additional student survey results

A.1 Interpersonal outcomes

Table A.1: Campus activism

	(1) Sign a petition	(2) Attend a demonstration	(3) Join a strike
Lumumba	-0.26 [†] (0.15)	-0.29 (0.19)	0.02 (0.19)
Mary Stuart	0.11 (0.17)	0.30* (0.14)	0.26* (0.12)
Controls	Yes	Yes	Yes
N	112/92	114/94	108/93
R^2	0.18/0.13	0.14/0.17	0.06/0.20

Notes: [†] $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. The number before (after) the slash corresponds to the model for male (female) halls. The answer to each question range from “I would never do it” (1) to “I have done it more than once” (4).

Table A.2: Political interest and political preferences

	(1) Interest in Ugandan politics	(2) Approval of Uganda’s President	(3) Approval of ruling party	(4) Approval of opposition party
Lumumba	0.04 (0.20)	0.23 (0.29)	0.06 (0.28)	0.34 (0.27)
Mary Stuart	-0.35 [†] (0.21)	-0.34 (0.27)	-0.25 (0.26)	-0.45 [†] (0.27)
Controls	Yes	Yes	Yes	Yes
N	114/92	106/86	107/83	107/82
R^2	0.23/0.22	0.16/0.25	0.18/0.32	0.12/0.21

Notes: [†] $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. The number before (after) the slash corresponds to the model for male (female) halls. “How closely do you follow Ugandan politics?” ranges from “Not closely” (1) to “Very closely” (4). The three-item approval battery ranges from “Strongly approve” (1) to “Strongly disapprove” (5).

Sociality and social clubs We examined how often students in our four halls belong to different types of clubs or associations (religious, ethnic, and hall-specific) and to how many clubs or associations they belong (Table A.3). Lumbox students do not belong to more clubs than Afrostone students, which was the initial expectation even if our priors were weaker for social clubs

than for level of activism overall. However, Lumumba students are more involved with their hall than Livingstone’s, which we consider an important mechanism (see Table 6) for their higher hall identity and pro-social behavior (generosity and trust).

Table A.3: Sociality and membership in social clubs

	(1) Religious association	(2) Ethnic association	(3) Hall association	(4) Number of clubs/associations
Lumumba	-0.10 (0.11)	0.04 (0.09)	0.05 (0.09)	-0.35 (0.24)
Mary Stuart	0.09 (0.10)	-0.04 (0.09)	0.18† (0.10)	0.09 (0.24)
Controls	Yes	Yes	Yes	Yes
N	117/97	117/97	117/97	114/91
R^2	0.13/0.19	0.28/0.24	0.14/0.13	0.23/0.19

Notes: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. The number before (after) the slash corresponds to the model for male (female) halls. Membership in religious, ethnic, and hall associations are linear probability models (“Do you belong to the following clubs or associations at Makerere?”). The last variable asks “To how many clubs or associations do you belong at Makerere?” The question is open-ended but we impose a high threshold of five clubs (results remain null if we do not recode the variable).

Trust (extended) We observe higher levels of interpersonal trust and generosity among Lumumba compared to Livingstone students in our survey and behavioral games. These findings are consistent with our qualitative observations that Lumumba’s culture may be more socially cohesive or “immersive.” Responding to the question “How much do you trust each of the following groups of people?”, Table 3 shows that students in Lumumba trust more in their hall peers, in their partner hall (Mary Stuart) and in their Makerere University peers (models 1 to 3) than do students in Livingstone. The effect size is 0.6 in a 4-point scale (from “I do not trust them at all” to “I trust them a lot”). Lumumba students are also more likely to side with a student as opposed to the administration in a hypothetical case of potential academic misconduct (model 7). Lumumba hall is often the administration’s target of bans or restrictions on campus, and correspondingly the survey results reveal greater distrust of the main campus authorities, especially the Dean of Students.¹⁹ The null result on the Makerere police is very interesting, since we

¹⁹For instance, in 2014 the Dean of Students banned Lumbox’s Naked Mile, a recent “cultural development” where some residents during the Orientation Week would do the traditional morning jogs only in boxers (Figure A.11). The purpose was to show pride and campus ownership as well as to socialize freshers into Lumbox’s culture.

would expect Lumumbists to distrust the police more. It turns out that the Uganda Police Force strategically placed officer Jackson Mucunguzi '10, a former student leader of Lumumba Hall, as Officer in Charge (OC) of the Makerere police.²⁰ As Mr. Mucunguzi explained (interview, July 15, 2016), his past as a “notorious” student leader gave him credibility among current Lumumba students as a person friendly to their various causes. In the case of female halls, we observe mixed results: Africa residents are more trusting of their peers and partner hall (unexpected) but Mary Stuart residents of Makerere students overall (expected).

Generosity (extended discussion) Lumumba students are more generous toward their peers and their hall than Livingstone’s (Table 4). This is consistent with the findings that Lumumba students trust each other more and identify more with their hall (Tables 3 and 5). To proxy generosity towards their hall, survey respondents were asked to divide funds between two causes: the improvement of their hall and of the University. Students in Livingstone divided their funds equally between hall and University at around 50%, while students in Lumumba gave 75% to the hall and only 25% to the University. In other words, Lumumba students give approximately three times as much to the hall compared to what they give to the university, while Livingstone students split the amount “fairly.” Also, Lumumba students give Mary Stuart Hall approximately 66% of the pie thereby extending their generosity to their partner hall.

We also measure generosity behaviorally using the dictator game and a public goods game. In the dictator game, Lumumba students gave a generic hall peer around 15% more than the students in Livingstone (4,300UGX vs. 2,900UGX, out of a pool of 10,000UGX or 3USD) (Table 4). We also embedded a public vs. private condition experiment in the dictator game. The donations rise in the public condition by a similar amount in all four halls, indicating that differences are not simply the result of extrinsic or image motivation, such as social pressure, but the result of intrinsic motivation, such as altruism (see Section A.1.1 for details).²¹ For female halls, Mary Stuart

²⁰During that time, the previous OC forced him to move to another hall (Mitchell Hall) to try and cut his ties with Lumumba Hall.

²¹Ariely et al. (2009, p. 544), following a large literature, define extrinsic motivation as “any material reward associated with giving”, image motivation as “the tendency to be motivated by others’ perceptions, and intrinsic motivation as “the value of giving per se, represented by private preferences for others’ well-being.”

residents did not make higher offers. The negative sign (statistically insignificant) is unexpected but consistent with the earlier results on trust, which showed that interpersonal trust is higher among Africa than among Mary Stuart residents.

In the public goods game, we examine the size of the combined contributions (group pot) as well as students' average donation to their same-hall peer group (Table A.4). Donations to the collective peer group in each appear to be larger among students in Lumumba relative to students in Livingstone (Figure A.17), but smaller among students from Mary Stuart relative to Africa.

Hall differences emerge when we observe donations and donation shares—we use both measures because the doubled common pool/group pot appears to be larger in Lumumba. As expected given their higher identification and self-reported generosity with the hall, Lumumba groups donated between 3,500UGX and 5,000UGX (5% to 9%) more than Livingstone groups. Mary Stuart groups donated between 3,700UGX and 5,400UGX (8% to 15%) *less* than Africa groups. Once again, we found an opposite pattern for the male and female hall pairings. The higher generosity among Africa Hall students towards their hall is unexpected but consistent with their higher interpersonal trust and higher dictator game offers relative to Mary Stuart students.

A.1.1 Behavioral games results (extended discussion)

The higher level of generosity in Lumumba compared to Livingstone could be due to a genuine higher identification and socialization with the hall or it could be simply due to peer pressure. While the dictator game allocations were secret, underlying levels of peer pressure could differ by hall. Hence, we introduce a refinement to the dictator game to test whether the higher donations are motivated more by sincere liking (intrinsic motivation) or, instead, by peer pressure, concerns for social reputation or other extrinsic motivations (Benabou and Tirole, 2003). As recently done by Bursztyn and Jensen (2015) also in an educational setting, we randomly assign participants to a public or a private condition.

The public vs. private condition instructions read: “Decide what amount of money to give to yourself and to a student in your hall. Your decision will be kept private, also [except] from the

Table A.4: Public goods game and group donations to hall

	(1)	(2)	(3)	(4)	(5)	(6)
	Group pot	Group pot	Donation	Donation	Donation share	Donation share
Lumumba	2209.52 (1998.64)	2414.40 (2706.69)	5057.14* (2079.85)	3479.25 (2705.45)	8.55† (4.77)	5.04 (6.39)
Mary Stuart	1891.82 (3027.16)	1075.70 (2948.19)	-3677.02* (1813.19)	-5422.40* (2558.31)	-8.05† (4.83)	-14.76* (6.67)
Controls	No	Yes	No	Yes	No	Yes
Number of groups	56/44	50/36	56/44	50/36	56/44	50/36
R^2	0.02/0.01	0.29/0.51	0.10/0.09	0.36/0.40	0.06/0.06	0.35/0.38

Notes: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. The number before (after) the slash corresponds to the model for male (female) halls. Models 1 and 2 measure differences in the total contribution made by each group of participants in a public goods game, where they allocate a share of 10,000UGX (≈ 3 USD) to the group. Models 3-6 measure donations to the hall from that group pot in absolute and relative size. Observations here are the groups of four students, not individuals. Controls are group averages for each covariate (e.g. age). All models use the full sample, and models 2, 4 and 6 include the standard set of controls.

other students in your hall. [We will post the decisions you make on the wall in the hall entrance.] While sample size between halls is small once we break down by conditions ($n = 44$ for the private condition and $n = 40$ for the public condition), peer pressure seems to affect Livingstone and Lumumba students moderately and similarly. The average donation in the public condition from students in Livingstone increases by 19%, from 2,600UGX ($sd=1,900$ UGX) to 3,100UGX ($sd=3,000$ UGX). For Lumumba students it increases by 17%, almost the same percentage, from 4,000UGX ($sd=2,600$ UGX) to 4,700UGX ($sd=2,600$ UGX), statistically equivalent to the increase among Livingstone students. Interestingly, even the average public offer of Livingstone students is smaller than the average private offer of Lumumba students. Offers in Mary Stuart are unaffected by whether the participant was assigned to a private ($mean=2,500$ UGX, $sd=2,100$ UGX) or a public condition ($mean=2,600$ UGX, $sd=2,000$ UGX). In Africa Hall, the public condition increased the offer from 2,800UGX ($sd=2,000$ UGX) to 3,500UGX ($sd=1,600$ UGX). The difference is not significant ($p=0.2$), although that could be due to small sample size ($n=22$ for each condition).

Table A.5: Education leaflet and condoms

	(1) Education leaflet take up	(2) Condom take up
Lumumba	-0.21* (0.09)	-0.27† (0.16)
Mary Stuart	0.74* (0.36)	-0.84* (0.36)
Controls	Yes	Yes
N	45/29	45/29
R^2	.43/.53	.39/.48

Notes: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. The number before (after) the slash corresponds to the model for male (female) halls. At the end of the behavioral games, each participant could choose whether to take a short educational abroad leaflet and/or a condom on their way out. While the results are significant, take up of the leaflet was near universal in male halls and condom supply was limited and created some distractions, so we refrain from given any causal or cultural interpretation to these findings.

A.2 Individual outcomes

Hall identity (extended) Hall culture affects levels of identification with the halls. Lumumba residents consider their hall identity to be equally or even slightly more important than their general Makerere University identity ($mean=3.1$ and $sd=0.6$ on a 5-point scale where 5 is identification only with the hall and 1 only with Makerere). Livingstone residents, by contrast, place more importance on their Makerere identity ($mean=2.8$, $sd=0.57$). Residing in Lumumba increases one’s hall identification by around 0.5 in our five-point scale compare to Livingstone (Table 5). Interestingly, their stronger hall identity does not compete with their existing ethnic identity, i.e. it does not come “at the cost” of lower ethnic identity (Hornsey and Hogg, 2000), another salient form of self-categorization at Makerere. According to Hornsey and Hogg (2000, p. 143), “superordinate identity should be viewed as a source of positive identity that does not conflict with or contradict cherished attributes of subgroup identity. Social harmony is most likely to be achieved by maintaining, not weakening, subgroup identities.” Residing in Mary Stuart increases one’s hall identification by 0.18 compared to Africa in the same five-point scale but the difference is not statistically significant. In other words, the differences in strength of hall identity do not extend to female halls in spite of the Lumbox solidarity and in spite of both Mary Stuart and

Lumumba residents claiming that their hall culture is “stronger” compared to the claims Africa and Livingstone residents make of their halls (Table 6).

Table A.6: Academic performance, behavior and reputation

	(1)	(2)	(3)	(4)	(5)
	Grades (CGPA)	Class participation	Sharing notes	Hallmates noisy in class	Hallmates study hard
Lumumba	-0.08 (0.12)	0.24 (0.26)	-0.88 (0.89)	0.02 (0.24)	-0.04 (0.22)
Mary Stuart	0.00 (0.18)	0.43 (0.30)	0.09 (0.90)	0.82** (0.25)	-0.51† (0.26)
Controls	Yes	Yes	Yes	Yes	Yes
N	98/83	115/95	106/91	109/88	111/93
R^2	0.20/0.11	0.19/0.10	0.11/0.23	0.17/0.24	0.07/0.17

Notes: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. The number before (after) the slash corresponds to the model for male (female) halls. CGPA, the measure of academic performance, stands for Cumulative Grade Point Average. Class participation is measured by “how often [the student] asked questions in class, ranging from never (1) to in “almost every class” (5). Sharing lecture notes is a numerical variable that goes between 0 and 10 as the upper bound. The last two questions measure what share of hall students are “noisy or rowdy during lecture” and “study hard” according to their same-hall peers, ranging from “almost nobody” (1) to “almost everyone” (6).

Table A.7: Personality traits

	(1)	(2)	(3)	(4)	(5)
	Talkative	Clever	Disorganized	Always calm	Cooperative
Lumumba	-0.24 (0.33)	0.04 (0.26)	-0.08 (0.33)	-0.25 (0.28)	0.02 (0.28)
Mary Stuart	0.06 (0.40)	-0.02 (0.20)	-0.48 (0.38)	-0.06 (0.42)	0.21 (0.38)
Controls	Yes	Yes	Yes	Yes	Yes
N	106/82	105/83	105/83	107/81	106/83
R^2	0.18/0.13	0.17/0.22	0.12/0.19	0.17/0.13	0.20/0.20

Notes: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. The number before (after) the slash corresponds to the model for male (female) halls. The Big Five traits (OCEAN) are all measured on the same six-point scale, from “Disagree strongly” (1) to “Agree strongly” (6). They include “Talkative” (Extraversion), “Clever, I think a lot” (Openness to experience), “A bit disorganized” (Conscientiousness), “Always calm in tense situations” (Neuroticism), and “Cooperative; I go along with others” (Agreeableness).

Table A.8: Common mechanisms of cultural transmission

	(1) Attending leadership meetings	(2) Attending social events	(3) Hall jogging	(4) Time spent in hall
Hall leader indicator: Lumumba	1.05** (0.29)	0.43* (0.21)	0.66* (0.28)	0.49 (1.07)
Hall leader indicator: Mary Stuart	1.96** (0.27)	0.54† (0.30)	0.76* (0.33)	-1.84 (1.18)
Controls	Yes	Yes	Yes	Yes
N	105/84	106/87	106/87	101/84
R^2	0.21/0.59	0.14/0.16	0.29/0.27	0.14/0.18

Notes: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. The number before (after) the slash corresponds to the model for male (female) halls. The "Student leader" variable is an indicator that equals 1 if the student was a hall cabinet member or ran for a cabinet member position and 0 otherwise. The first three models report frequency with which students engage in each of the activities, from "almost never" (1) to "almost always" (5). Model 4 measures time spent in hall in hours/day.

A.3 Mechanisms of cultural transmission

A.3.1 Hall leadership

Student leaders are not alone in transmitting the culture. Hall wardens, who mediate between hall residents and the University administration, also introduce students to their hall's culture. During fieldwork, a warden became upset when he realized that his incoming students had not yet been introduced to the hall anthem: "What have you been doing in the Orientation [Week]? You have not been taught [the hall's anthem]? I wish I had some senior member here. I would accuse them for that. That's the first thing you should know! You stand up and I teach you" (see Appendix D.4.1 for the full transcribed speech).

A.3.2 Social cohesion

While halls share the same institutional structure, some of the differences between halls may result from the extent to which hall leaders are active and activities are attended by the rest of the hall members. Hornsey and Hogg (1999, p. 544) argue that people "prefer to identify with more rather than less cohesive groups." Lumbox leaders who are more active and engaged in hall life could

increase social cohesion among residents, which in turn could lead to the results we observed in increased trust, generosity, and patience.

Lumbox appears to be better at cultural promotion than Afrostone when we ask about the strength of hall culture and how actively the leadership promotes the hall culture (Table 6). Consequently, we find that Lumumba students are more informed about events in their hall and participate in morning jogs more often than Livingstone (Table 6). The size of the jogging effect is of 1 point on a 5-point scale that goes from “Almost never” to “Almost always”. Mary Stuart residents also jog more often than Africa’s, as expected. All other coefficients are positive, consistent with Mary Stuart’s more gregarious reputation, but are not significant.

We test and largely reject some other possible mechanisms of cultural transmission. First, Lumumba and Mary Stuart students do *not* spend more time in their halls, in fact Livingstone students spend 1.43 hours/day more than Lumumba’s (Table A.9). Neither are differences the result of Lumbox students believing they happen to fit better with the hall culture. Around 80% of students in each hall think they were assigned to the right hall and, in fact, Lumumba and Mary Stuart residents claim *less* “hall fit” on average, probably because a minority feels alienated from their rowdy and at times brash culture. Theft is a recurrent issue on campus but not the reason we observe higher distrust among Livingstone students because there is no difference in theft frequency between male halls. However, theft is higher in Mary Stuart, which may explain some counterintuitive results, such as the somewhat lower trust and lower generosity among Mary Stuart residents when compared to Africa. Finally, the slightly lower average number of roommates in Lumumba and Mary Stuart could be an indirect mechanism of cultural transmission. Students with fewer roommates may socialize more with other hallmates.

Table A.9: Unlikely mechanisms of cultural transmission

	(1) Hall fit	(2) Number of Roommates	(3) Theft in hall	(4) Time spent in hall
Lumumba	-0.39* (0.16)	-0.34† (0.18)	-0.40 (0.60)	-1.43 (1.05)
Mary Stuart	-0.33* (0.15)	-0.55** (0.20)	0.76* (0.37)	0.62 (1.03)
Controls	Yes	Yes	Yes	Yes
N	116/97	110/89	114/91	106/87
R^2	0.11/0.14	0.28/0.27	0.05/0.28	0.16/0.17

Notes: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. The number before (after) the slash corresponds to the model for male (female) halls. The first question asks whether the student was assigned “to the hall that suited him/her best”, ranging from “not at all” (1) to “yes” (4). The number of roommates ranges between 0 and 7. Thefts in hall in the current year range from 0 to an upper bound of 10. Time spent in hall is measured in hours/day.

B Additional alumni survey results

B.1 Interpersonal outcomes

Alumni activism and politics As in the student survey, we ask alumni to report their level of activism while on campus (Table 7). Our findings are consistent with our expectation that Lumumba alumni should report higher activism on campus than Livingstone alumni in all three proxies: signing a petition, attending a peaceful demonstration, and joining a (possibly violent) strike. Figure A.1 shows descriptive five-year moving averages of activism over time. Results support the hypotheses that activism remained higher among Lumumba alumni even after they left campus.

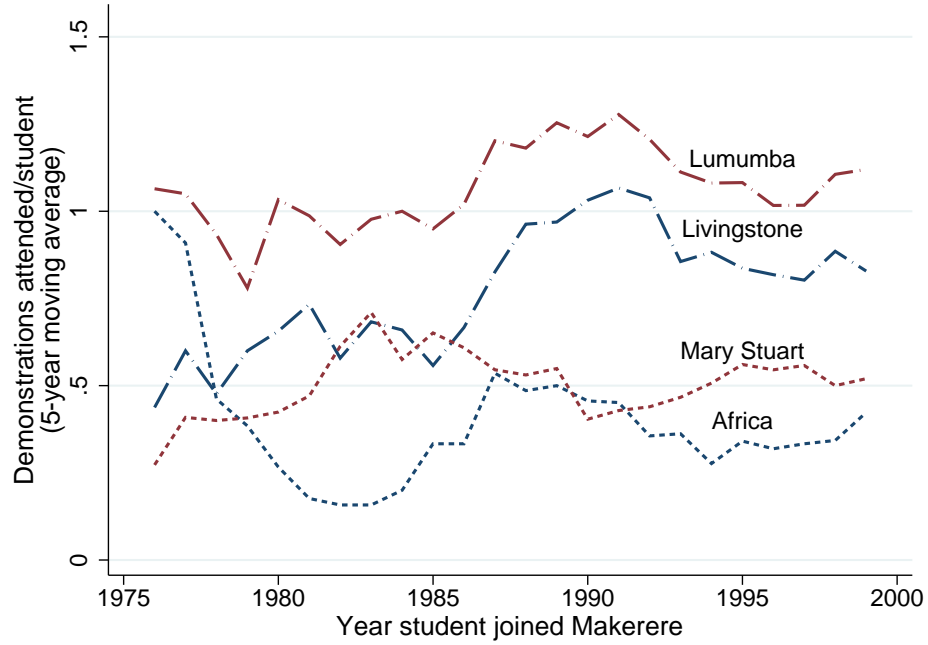
Alumni had multiple reasons to engage in such forms of activism when they were on campus. In the 1970s, the most famous protests were markedly against Idi Amin’s dictatorship, which resulted in prominent student leaders at Makerere fleeing the country until the mid-1980s.²² Since the late 1980s, President Museveni shifted resources from higher education to primary education in line with the development policies of leading international organizations, notably the World Bank. Protests against funding cuts have taken place regularly since then.

Activism on campus has remained social and political, yet the halls themselves have never taken any stable political or partisan affiliation even after Uganda’s multiparty system was reestablished in 2005 (parties had been banned since 1986 when President Museveni took power). That may explain the null results in Table A.10.

Alumni social activities and marriage Hall culture has little or no influence on the number of clubs alumni belonged to while on campus or today (Table A.11), consistent with our current student null results. However, hall culture influences the type of activities that alumni engaged in while on campus. We find no differences in the percentage belonging to academic, religious,

²²Among others, former Lumumbist and current Deputy Vice-Chancellor Barnabas Nawange fled to Ukraine to continue his studies, and 1971 Student Guild President and former UN Under-Secretary General Olara Otunnu escaped to Kenya.

Figure A.1: Activism over time: demonstrations joined by alumni respondents while on campus



Note: The graph shows simple trends by hall because there are not enough respondents to estimate the model yearly, especially before 1980. To reduce noise, we use a five-year moving average. Lumumbists demonstrate more than Livingstone Gentlemen throughout the period. Mary Stuart Boxers demonstrate more than Africa Ladies overall, but the difference is not significant (Table 7).

Table A.10: Political interest

	On campus		Today
	(1) Makerere politics	(2) Ugandan politics	(3) Ugandan politics
Lumumba	-0.08 (0.09)	-0.04 (0.08)	-0.05 (0.10)
Mary Stuart	-0.03 (0.17)	-0.02 (0.15)	-0.21† (0.12)
Controls	Yes	Yes	Yes
N	618/265	617/266	609/262
R ²	0.07/0.12	0.09/0.13	0.10/0.20

Notes: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. The number before (after) the slash corresponds to the model for male (female) halls. “How interesting are you in [Makerere / Ugandan] political issues [while on campus / today]?” ranges from “Not at all interested” (1) to “Very interested” (4).

or professional clubs. Yet Lumumba alumni were more often members of a political club while on campus and Mary Stuart alumni participated in more social events; results in the expected direction. Lumbox alumni also report participating more in interhall sports competitions than

Afrostone, consistent with alumni interviews. Peninah Kabenge, Head of Sports and Recreation at Makerere and Mary Stuart alumna, emphasized that Lumbox derived some of its pride from winning interhall sports competitions (interview, June 15, 2016).

Table A.11: Social activities on campus and membership in clubs

	On campus				Today	
	(1) Social events	(2) Campus sports	(3) Member of a political club	(4) Number of clubs	(5) Member of a political club	(6) Number of clubs
Lumumba	-0.08 (0.10)	0.17* (0.08)	0.06* (0.03)	0.05 (0.11)	0.02 (0.03)	0.06 (0.12)
Mary Stuart	0.25 [†] (0.15)	0.38* (0.18)	0.04 (0.04)	-0.09 (0.18)	0.01 (0.04)	0.31 [†] (0.17)
Controls	Yes	Yes	Yes	Yes	Yes	Yes
N	618/266	618/266	618/266	618/266	618/266	618/266
R^2	0.04/0.21	0.07/0.14	0.06/0.17	0.13/0.15	0.07/0.13	0.13/0.16

Notes: [†] $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. The number before (after) the slash corresponds to the model for male (female) halls. The first outcome measures frequency of participation in hall social events, from “Never” (1) to “Very often or always” (5). The second outcome measures participation in interhall sports competitions on the same scale. The third and fifth outcomes are binary measure of membership in a political club while on campus and today. The fourth and sixth outcomes count the number of clubs alumni belonged to while on campus and today.

We present other sociality results concerning dating and marriage. Livingstone alumni are more likely to have dated Africa alumni while on campus and even to eventually marry them (Table A.12). Livingstone (24%) dated Africa residents almost three times as much as Lumumba (9%), while Lumumba (24%) dated Mary Stuart residents over twice as much as Livingstone (11%). Similarly, Livingstone married Africa residents twice as often as Lumumba (15% vs. 7%), and Lumumba residents almost twice as often as Livingstone residents (17% vs. 10%). This is evidence that hall assignment affected an important life-outcome, whether because of increased social interaction between male-female hall pairs or increased cultural affinity between them.

The reverse is not true, however: Africa and Mary Stuart alumni in our sample did not marry males from their solidarity more often. This non-symmetrical finding could be due males or females (or both) systematically misrepresenting their dating and marriage patterns, although there is no obvious reason to do so. The more likely explanation lies on the nature of the alumni sample. Women in our sample are different from the average female alumna because sampled women

Table A.12: Dating on campus and marriage

	(1) Dating Africa resident	(2) Dating Mary Stuart resident	(3) Marrying Africa resident	(4) Marrying Mary Stuart resident
Lumumba	-0.16** (0.04)	0.13** (0.02)	-0.09** (0.03)	0.06** (0.02)
Controls	Yes	Yes	Yes	Yes
N	616	616	617	617
R^2	0.09	0.08	0.07	0.02

Notes: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. The outcomes are binary and measure whether males dated and married alumni from one female hall more than the other.

joined and stayed in the formal labor market. Their marriage patterns may be different for the multiple reasons that their life and employment choices were also different.

Alumni trust and generosity We measure alumni’s interpersonal trust in their former hall peers in two different ways. First, we ask how much they would trust their former hallmates in negotiating a commercial deal with them. Second, we ask for the number of former hallmates they would trust enough to loan them 30USD. This is a low enough amount that pre-2000 Makerere graduates (middle and upper-class Ugandans) should not fear loaning to people they trust. To measure generosity, we mirror the survey for current students and ask alumni to split 300USD between their former hall and Makerere University for their general improvement.

Results show that Lumumba alumni are *less* likely to trust a former hallmate in conducting a commercial deal fairly and they would loan money to fewer hallmates than Livingstone alumni (Table A.13).

These results are counter to our expectations and our results for current students, which show that Lumumba students trust their hall and Makerere peers more. There are at least two reasons why that might be the case. One concerns the non-longitudinal nature of the samples. The other is that we changed the trust question to make it realistic to the lives of alumni: while in the student survey we ask about interpersonal trust in general, in the alumni survey we ask about financial trust. We rule out that Livingstone alumni are more generous towards their hall. Lumumba alumni give 54% to the hall while Livingstone alumni give 50% (Table A.13). The 4.33% difference is in the

expected direction but much smaller than the significant 26% difference among current students. Differences in hall pro-social behavior may wane over time.

Table A.13: Financial trust in hallmate and generosity towards hall

	(1) Hallmates would give you a fair deal	(2) Would loan to hallmates	(3) Hall allocation
Lumumba	-0.21** (0.08)	-0.36** (0.12)	2.70 (2.30)
Mary Stuart	-0.20 (0.13)	-0.17 (0.20)	2.95 (3.94)
Controls	Yes	Yes	Yes
N	598/258	616/263	601/259
R^2	0.11/0.10	0.08/0.09	0.04/0.09

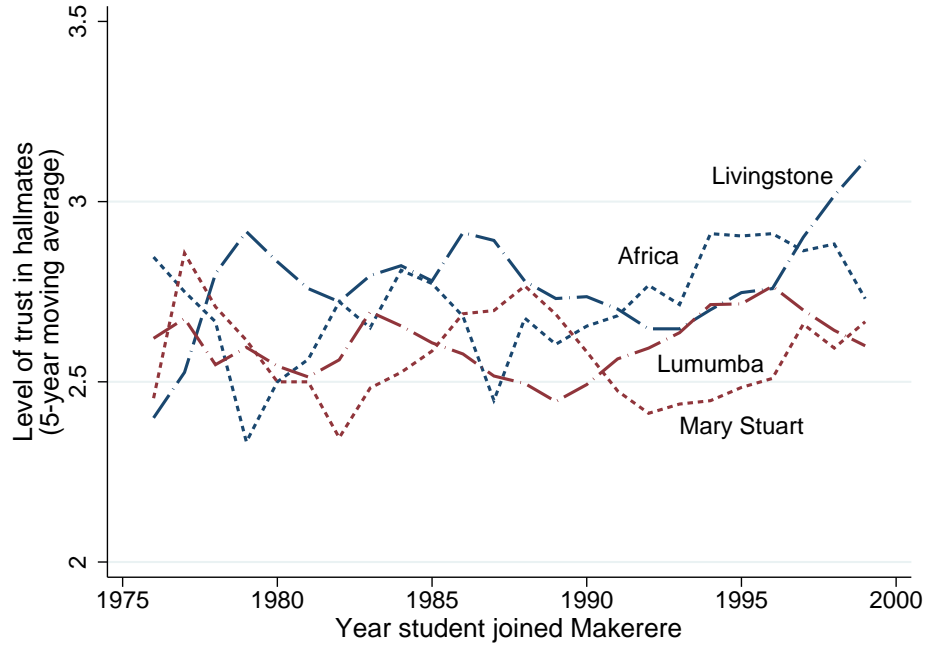
Notes: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. The number before (after) the slash corresponds to the model for male (female) halls. The first question asks respondents: “Suppose you have to negotiate a commercial deal. Would you trust the following person in conducting the deal fairly?” and answers range from “No, not at all (1) to “Yes, a lot” (4). The second asks “How many [of your former hallmates] would you trust enough to loan 100,000UGX?” The third question asks alumni to allocate “1 million shillings for the improvement of [hall] or Makerere”. Students can donate 100% to Makerere and 0% to the hall, the opposite, or anything in between.

B.2 Individual outcomes

Alumni hall identity Lumumba alumni identify more highly with their hall than Livingstone but, unlike in the current student sample, not significantly so (Table A.17). Again, differences in hall attachment in the student survey (0.52 point difference in a 5-point scale) may wane over time (0.06 point difference).

Alumni traits We ask for self-assessments using five personality traits (the Big Five) and a set of adjectives commonly used on campus to describe residents of each hall. Lumumba alumni describe themselves as being more talkative and outgoing, while Livingstone alumni rate themselves as calmer (Tables A.15 and A.16). This is consistent with our finding that Livingstone alumni were also quieter in class than Lumumba alumni, suggesting that hall culture also affected academic behavior in class even if it did not academic performance (Table A.14). Finally, Lumumba and

Figure A.2: Level of trust in hallmates over time



Note: The graph shows simple trends by hall because there are not enough respondents to estimate the model yearly, especially before 1980. We use a five-year moving average to reduce noise. In the 1 (low trust) to 4 (high trust) scale, all halls cluster around the 2.5-3 range. Livingstone Gentlemen report slightly higher average trust in their former hallmates than Lumumbists throughout most of the period. The trends fluctuate for female halls before 1990, but Africa Ladies were more trusting than Mary Stuart Boxers in the 1990s.

Mary Stuart alumni rate themselves as less cooperative, which at least in the case of Lumumba is unexpected.

Table A.14: Academic performance and behavior

	(1)	(2)
	Grades (CGPA)	Quiet in class
Lumumba	-0.00 (0.03)	-0.23** (0.08)
Mary Stuart	-0.08 (0.05)	0.00 (0.10)
Controls	Yes	Yes
N	615/260	617/264
R^2	0.07/0.22	0.04/0.07

Notes: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. The number before (after) the slash corresponds to the model for male (female) halls. CGPA stands for Cumulative Grade Point Average. Class behavior is measured with the following question: “In general, were you a quiet or an active student in class?” and ranges from “mostly quiet” (1) to “mostly active” (4).

Table A.15: Personality traits

	(1) Talkative	(2) Clever	(3) Disorganized	(4) Always calm	(5) Cooperative
Lumumba	0.21* (0.09)	0.00 (0.05)	0.04 (0.07)	-0.09 (0.06)	-0.07* (0.04)
Mary Stuart	0.08 (0.14)	0.04 (0.09)	-0.08 (0.09)	-0.05 (0.11)	-0.14** (0.05)
N	616/263	610/262	618/265	617/264	617/263
R^2	0.08/0.13	0.07/0.18	0.05/0.09	0.05/0.08	0.10/0.16

Notes: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. The number before (after) the slash corresponds to the model for male (female) halls. The Big Five traits (OCEAN) are all measured on the same four-point scale, from (1) “Disagree strongly” to (4) “Agree strongly.” They include “Talkative” (Extraversion), “Clever, I think a lot” (Openness to experience), “A bit disorganized” (Conscientiousness), “Always calm in tense situations” (Neuroticism), and “Cooperative; I go along with others” (Agreeableness).

Table A.16: Personality self-assessments

	(1) Activist	(2) Brave	(3) Calm	(4) Humble	(5) Outgoing	(6) Respectful
Lumumba	-0.06 (0.07)	0.03 (0.06)	-0.13† (0.07)	-0.06 (0.06)	0.17** (0.06)	-0.05 (0.05)
Mary Stuart	-0.01 (0.16)	0.07 (0.11)	-0.06 (0.11)	-0.06 (0.10)	-0.01 (0.16)	-0.02 (0.09)
Controls	Yes	Yes	Yes	Yes	Yes	Yes
N	617/265	615/264	617/266	615/265	617/266	618/265
R^2	0.08/0.18	0.07/0.17	0.06/0.08	0.06/0.17	0.07/0.20	0.08/0.11

Notes: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. The number before (after) the slash corresponds to the model for male (female) halls. These adjectives correspond to common self and peer descriptions among current students. The question asks, “Would you say you are...” and the answers range from (1) “Not at all” to (5) “Extremely”.

Alumni impatience Consistent with our current students results, Livingstone alumni are better at delaying gratification (more patient) in both measures of time preferences (Table A.17), and significantly for a shorter time horizon.

Table A.17: Hall identity and time preferences (immediate vs. delayed payment)

	(1) Hall identity	(2) Now vs. in 1 week	(3) Now vs. in 1 month
Lumumba	0.06 (0.05)	-0.08† (0.04)	-0.06 (0.05)
Mary Stuart	-0.14 (0.09)	-0.04 (0.06)	-0.11 (0.07)
Controls	Yes	Yes	Yes
N	575/244	556/242	556/242
R^2	0.04/0.16	0.06/0.09	0.07/0.13

Notes: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. The number before (after) the slash corresponds to the model for male (female) halls. Model 1 compares hall and university identities. A positive coefficient indicates higher hall identity. asks respondents to choose between 50,000UGX “now” and 80,000UGX (100,000UGX) “a week (month) from now”. 50,000UGX \approx 15USD, 80,000UGX \approx 22USD and 100,000UGX \approx 28USD. A positive coefficient indicates preference for immediate payment. Controlling for alumni’s income does not affect the result.

B.3 Alumni study: research design and sample

Over 30,000 students graduated from Makerere between 1970, when the new Dean of Students George Kihuguru implemented alphabetically random assignment to halls, and 1999. The exact number of students is difficult to estimate because Makerere University does not have an alumni database, as is typical of American universities. The Alumni Development Office holds a database with approximately 5,000 contacts as of 2016, but over 90% of them are recent alumni (post-2000). Thus, we were unable to draw a random sample of the alumni population. Only in the last few years have staff begun to collect the contact details of alumni that voluntarily opt in.²³

While there is no existing database of Makerere alumni, most graduates from Makerere between 1970 and 1999 are currently employed, mostly in the public sector but also in the private and non-profit sectors. Hence our strategy to target the public sector, the formal private sector, and the non-profit sector. Further, Makerere was the only university in the country until the 1990s so employees are almost invariably Makerere alumni. Until the 1990s, most Makerere alumni would leave campus with a secured job in the public sector. That situation drastically changed in the

²³We thank Christine Amito for sharing existing data.

mid-1990s, when the government shifted funding from higher to primary education and private student intake at Makerere started to increase.

Our alumni database contains names and phones from 10,278 alumni we successfully contacted by phone. However, most of these alumni were not eligible for our survey for one of two reasons: many started their bachelors after 1999 and others did not reside in one of the four halls we focus on. We determined eligibility in a first short phone call to our respondents, which was followed by a second call at a previously agreed time to conduct the 25-minute survey. Our eligible sample was 1,173 (Table A.21). Of those, we completed 1,015 surveys (86.5% success rate).²⁴ The remaining 158 either refused to complete the survey (17) or did not respond to multiple calls from our team members to complete the survey (141). The number of alumni we sampled from each hall is unbalanced, in part because interviewees explained that Lumumba Hall was larger than Livingstone Hall until the early 2000s (although historical hard data on hall size is scarce). Mary Stuart’s capacity was historically slightly higher than Africa’s and remains so today.

²⁴Our high survey compliance rates are in part a testament to the respondents’ positive feelings toward their alma mater, which we observed throughout our qualitative and quantitative investigations.

C Additional tables and results

C.1 Hall size, compliance, and public vs. private students

Until the early 1990s, all Makerere undergraduate students were “government students” who resided in the halls and received room, board, and a stipend as part of a full government scholarship. To increase revenue, Makerere began to admit “private students” in the mid-1990s. Their funding would come from their families or occasionally a non-government sponsor. As the student body expanded, demand for housing on campus led to the construction of hostels around campus. Thus, today most students do not reside in the halls even if all students are formally and randomly assigned a hall upon admission.

As of 2015, around 20% or 4,000 Makerere students live on campus in the nine halls while the remaining 80% lives off-campus. The four halls of interest—those with high cultural distinctiveness, see Table A.18—comprise roughly 1,500 students. Among those we focus on the roughly half that are government students because they are required to live in the hall to which they were assigned, and failure to do so can jeopardize their scholarship. By contrast, private students may apply to live in the hall to which they were assigned when they receive their admission letter.²⁵ Thus, government students constitute our main population of interest. Further, a minority of students are non-compliers or did not take the survey.

Table A.18: Cultural distinctiveness at the halls of residence

Cultural distinctiveness	
High	Low
Livingstone (male), Africa (female)	Mitchell (male), Complex (female)
Lumumba (male), Mary Stuart (female)	Nkrumah (male), Nsibirwa (male), UH (male)

Note: Classification based on qualitative fieldwork and a pilot survey. The study focuses on the four halls in bold that are home to distinct cultures and where residents agree on the main cultural traits of the hall.

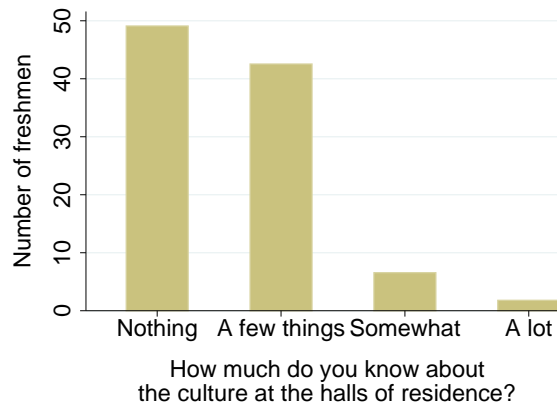
²⁵For private students, residence in the halls is on a first-come first-serve basis, so those students that collect their admission letter earlier have a better chance of residing in their hall of residence. Competition exists, but not all private students want to live in a hall of residence. Wealthy students sometimes pay for a comfortable apartment, and nearby hostels can be a good alternative for many students.

Table A.19: Main reason for switching halls among government and private students

Reason	Frequency	Percent
I did not switch halls	982	82.7%
Location of the new Hall — closer to my College, to campus gate, or to another location of interest	64	5.4%
My hall was full	47	4.0%
Living conditions — the Hall I switched to was cleaner, rooms were larger, etc.	39	3.3%
Friends or family — some of my friends or family lived in the Hall I switched to	28	2.4%
The Hall I switched to has a culture I identify more with	17	1.4%
Other reason	11	0.9%

Note: The numbers correspond to government (public) students in the four main halls. Among government (public) students, none selected culture as the reason for switching. The listed reasons were identified in a previous pilot survey. That hall culture is last among those reasons is positive and not entirely surprising given the little ex ante knowledge of hall cultures (Table A.3).

Figure A.3: Knowledge of hall cultures among first year students upon arrival on campus



Note: Only 7.5% of incoming freshmen students report being familiar with hall cultures upon arrival.

Table A.20: Response and compliance rates by hall among current students

Hall	Respondents	Response rate	Compliers	Compliance rate (all)	Govt. students	Compliance rate (govt.)
Africa	311	79%	280	90%	123	97%
Complex	338	81%	284	84%	117	96%
Livingstone	397	83%	307	77%	178	93%
Lumumba	366	86%	274	75%	121	86%
Mary Stuart	416	96%	326	78%	122	89%
Mitchell	417	86%	338	81%	177	92%
Nkrumah	394	88%	286	73%	164	88%
Nsibirwa	395	88%	324	82%	179	91%
University Hall	347	75%	262	76%	147	90%
Total/Percentage	3,381	85%	2,681	79%	1,328	91%

Note: Compliers are the percentage of respondents that report living in the hall they were initially assigned. The compliance rate among government students is 91%.

Table A.21: Response and compliance rates by hall among alumni

Hall	Respondents	Compliers	Compliance rate	Government students	Government students share
Africa	163	159	97.55%	158	96.93%
Livingstone	308	303	98.38%	292	94.81%
Lumumba	480	471	98.13%	464	96.67%
Mary Stuart	222	218	98.2%	215	96.85%
Total/Mean	1,173	1,151	98.12%	1,129	96.25%

Note: Almost all alumni were government students (96.25%). Only 2% of the alumni were non-compliers.

Table A.22: Hall sizes for academic year 2014-2015

Hall	Total beds	Government students	Government freshers
Africa	396	208	52
Livingstone	479	296	71
Lumumba	426	245	54
Mary Stuart	432	201	38

Source: Office of the Deputy Dean of Students at Makerere University.

Table A.23: Percentage of students sharing their name, student ID number, and phone number on the survey

Hall	Name	ID number	Phone number
Africa	81.39%	73.72%	98.91%
Livingstone	93.18%	80.52%	99.68%
Lumumba	79.35%	33.33%	99.28%
Mary Stuart	89.27%	76.97%	99.05%

C.2 Results without controls

Removing controls increases sample size because not all students answer all questions and increases significance, as can be seen by comparing Table A.24 below to the main Table 3. We always include the standard set of controls because covariate balance is imperfect.

Table A.24: Trust towards students and campus authorities – results without controls

	(1) Hall residents	(2) Partner hall	(3) Makerere students	(4) Makerere police force	(5) Dean of Students	(6) Vice- Chancellor	(7) Academic misconduct
Lumumba	0.68** (0.11)	0.52** (0.12)	0.56** (0.11)	0.17 (0.11)	-0.41** (0.11)	-0.35** (0.12)	0.16* (0.06)
Mary Stuart	-0.26* (0.12)	-0.11 (0.15)	0.23† (0.12)	-0.01 (0.12)	-0.12 (0.14)	-0.06 (0.13)	0.08 (0.08)
Controls	No	No	No	No	No	No	No
N	253/213	254/219	242/204	247/205	247/193	237/196	158/121
R^2	0.14/0.02	0.07/0.00	0.10/0.02	0.01/0.00	0.05/0.00	0.04/0.00	0.04/0.01

Notes: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. The number before (after) the slash corresponds to the model for male (female) halls. Model 1 measures trust in hallmates; model 2 in residents of the partner hall or “solidarity” (Mary Stuart in the case of Lumumba and Africa in the case of Livingstone). Models 4-6 measure trust in campus authorities. Model 7 measures how much the respondent would trust the accused student instead of the administration in a case of academic misconduct. A positive coefficient indicates more trust in a 4-point scale. Model specifications also restrict the sample to government students as in Table 3 but do not include controls.

C.3 Intention to treat results

We show the intention to treat (ITT) estimates for a few of the main current student outcomes for comparison and next we discuss why we do not use an instrumental variable approach. In an ITT framework, we consider all students who were randomly assigned to one of the four halls *regardless* of where they ended up living, therefore including non-compliers. Using ITT, the size of the effects is sometimes smaller as expected but overall similar because, even including private students, around 80% of the sample are compliers. We gain precision in some of the estimates because adding private students increases our sample size. (97% of the alumni sample is composed of former government students that complied with the assignment, since there were very few private students—and even fewer non-compliers because most private students complied—before 2000.

Therefore, our alumni results are quantitatively the same when we use ITT on the full alumni sample by including the 3% of private students.)

Table A.25: Trust towards students and campus authorities – Intention to treat (ITT) effects

	(1) Hall residents	(2) Partner hall	(3) Makerere students	(4) Makerere police force	(5) Dean of Students	(6) Vice-Chancellor	(7) Academic misconduct
Lumumba	0.35** (0.12)	0.45** (0.14)	0.45** (0.11)	0.04 (0.13)	-0.60** (0.12)	-0.48** (0.14)	0.06 (0.06)
Mary Stuart	-0.17 (0.12)	-0.26† (0.14)	0.27* (0.12)	0.04 (0.12)	0.13 (0.12)	0.05 (0.13)	0.05 (0.08)
Controls	Yes	Yes	Yes	Yes	Yes	Yes	Yes
N	260/243	224/252	250/241	253/238	252/230	245/225	169/149
R^2	0.09/0.12	0.07/0.12	0.13/0.14	0.04/0.10	0.15/0.17	0.11/0.10	0.15/0.03

Notes: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. The number before (after) the slash corresponds to the model for male (female) halls. Model 1 measures trust in hallmates; model 2 in residents of the partner hall or “solidarity” (Mary Stuart in the case of Lumumba and Africa in the case of Livingstone). Models 4-6 measure trust in campus authorities. Model 7 measures how much the respondent would trust the accused student instead of the administration in a case of academic misconduct. A positive coefficient indicates more trust in a 4-point scale. Model specifications are the same as in Table 3 but include private students using an ITT framework.

Table A.26: Identity and time preferences – Intention to treat (ITT) effects

	(1) Hall identity	(2) Ethnic identity	(3) Now vs. in 1 week	(4) Now vs. in 1 month
Lumumba	0.25** (0.09)	0.11 (0.09)	-0.17* (0.07)	-0.13* (0.07)
Mary Stuart	0.09 (0.08)	-0.02 (0.10)	-0.12† (0.07)	-0.02 (0.07)
Controls	Yes	Yes	Yes	Yes
N	260/237	258/242	254/245	253/241
R^2	0.09/0.05	0.07/0.04	0.07/0.07	0.06/0.06

Notes: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. The number before (after) the slash corresponds to the model for male (female) halls. Model 1 (2) compares hall and university (ethnic and national) identities, where a positive coefficient indicates higher hall (ethnic) identity. Models 3 (4) asks respondents to choose between 15USD “now” and 20USD (27USD) “a week (month) from now”. A positive coefficient indicates preference for immediate payment. Model specifications are the same as in Table 5 but include private students using an ITT framework.

A second approach to addressing non-compliance could use an instrumental variables framework. Initial hall assignment can be considered a randomized encouragement design, which is adequate for private students at least. Prima facie this seems like a plausible alternative even if

ITT is more intuitive. The problem is that there is no adequate way of building the instrumental variable. Consider our dichotomous treatment variable (one for the main two male halls where Lumumba equals 1 and Livingstone 0, and the other for the main two female halls where Africa equals 1 and Mary Stuart 0). If switching took place only between the two male halls (for men) and the female halls (for women), then our instrument Z is equivalent to the treatment in the ITT framework. However, private students sometimes switch *into* one of the four halls from one of the other five halls and others switch *out* of the four halls to another hall or to live off-campus. In the first case, these students do not fit into either of the categories for our dichotomous treatment T . In the second case, and analogously, these students do not fit into either of the categories of our instrument Z . That is why ITT is a superior option to consider non-compliance.

C.4 Corrections for testing multiple outcomes

The tables in this section are the table version of Figures 3 and 4 but we implement two multiple testing corrections because we consider multiple outcomes in the study.

We examine how the statistical significance of the results changes once we correct for multiple outcome testing using Anderson’s (2008) q-values and Romano-Wolf’s p-values (Clarke et al., 2020). Both control for the familywise error rate (FWER), which is the probability of making one or more false discoveries or type I errors.²⁶ Both more powerful and inflates p-values less than a typical Bonferroni correction.

Overall, Anderson’s q-values are similar and even lower in a few cases for male halls and higher in female halls. As Anderson explains in page 1484 and in his code, he allows for some “false discoveries” or type I errors (“if you have many true rejections, then you can tolerate several false rejections too”). In our case, for current students, about half of the null hypothesis are rejected for male halls but almost none are rejected in female halls, hence the differences in the change between our p-values and q-values for male and female halls.

²⁶The respective Stata codes are available in Anderson’s personal website and in the `rwolf` package. See McKenzie (2020) for a useful discussion of these and other options to correct for multiple testing.

Romano-Wolf p-values control for the probability of making type I errors. Unlike Anderson, Romano-Wolf p-values resamples from the original data and accounts for dependence among p-values. This is why a number of p-values are very high for female halls—there is little chance of making a type I error—suggesting that results for female halls are indeed null.

Table A.27: Summary of results for current students with multiple outcome corrections

	Livingstone (0) vs. Lumumba (1)	Africa (0) vs. Mary Stuart (1)
<i>Interpersonal outcomes</i>		
Activism	-0.292	0.300*
p-value	(0.121)	(0.030)
sharpened q-value	[0.105]	[0.316]
Romano-Wolf p-value	[0.419]	[0.347]
Social clubs (number)	-0.346	0.087
p-value	(0.142)	(0.711)
sharpened q-value	[0.105]	[1]
Romano-Wolf p-value	[0.419]	[0.972]
Generosity (to hall)	0.263**	-0.061
p-value	(0.000)	(0.264)
sharpened q-value	[0.001]	[0.55]
Romano-Wolf p-value	[0.004]	[0.798]
Interpersonal trust	0.684**	-0.372†
p-value	(0.000)	(0.09)
sharpened q-value	[0.001]	[0.45]
Romano-Wolf p-value	[0.01]	[0.573]
<i>Individual outcomes</i>		
Academics (CGPA)	-0.079	0.005
p-value	(0.515)	(0.979)
sharpened q-value	[0.234]	[1]
Romano-Wolf p-value	[0.713]	[0.984]
Hall identity	0.516**	0.185
p-value	(0.000)	(0.133)
sharpened q-value	[0.001]	[0.45]
Romano-Wolf p-value	[0.004]	[0.657]
Personality (talkative)	-0.239	0.064
p-value	(0.467)	(0.875)
sharpened q-value	[0.234]	[1]
Romano-Wolf p-value	[0.713]	[0.984]
Patience (time preferences)	-0.278*	0.064
p-value	(0.012)	(0.582)
sharpened q-value	[0.016]	[1]
Romano-Wolf p-value	[0.09]	[0.972]

Notes: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$.

Table A.28: Summary of results for alumni with multiple outcome corrections

	Livingstone (0) vs. Lumumba (1)	Africa (0) vs. Mary Stuart (1)
<i>Interpersonal outcomes</i>		
Activism	0.161*	-0.093
p-value	(0.039)	(0.474)
sharpened q-value	[0.085]	[0.498]
Romano-Wolf p-value	[0.216]	[0.952]
Social clubs (number)	0.055	0.305†
p-value	(0.635)	(0.078)
sharpened q-value	[0.57]	[0.498]
Romano-Wolf p-value	[0.894]	[0.509]
Generosity (to hall)	0.027	0.03
p-value	(0.317)	(0.488)
sharpened q-value	[0.27]	[0.498]
Romano-Wolf p-value	[0.697]	[0.952]
Interpersonal trust	-0.210*	-0.2
p-value	(0.011)	(0.126)
sharpened q-value	[0.078]	[0.498]
Romano-Wolf p-value	[0.093]	[0.629]
<i>Individual outcomes</i>		
Academics (CGPA)	0.003	0.078
p-value	(0.931)	(0.166)
sharpened q-value	[0.615]	[0.498]
Romano-Wolf p-value	[0.95]	[0.629]
Hall identity	0.058	-0.115
p-value	(0.238)	(0.137)
sharpened q-value	[0.27]	[0.498]
Romano-Wolf p-value	[0.677]	[0.629]
Personality (talkative)	0.213*	0.08
p-value	(0.018)	(0.551)
sharpened q-value	[0.078]	[0.498]
Romano-Wolf p-value	[0.142]	[0.952]
Patience (time preferences)	-0.071	-0.012
p-value	(0.106)	(0.86)
sharpened q-value	[0.153]	[0.755]
Romano-Wolf p-value	[0.427]	[0.952]

Notes: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$.

C.5 Student covariate balance

See the following four pages.

Table A.29: Covariate balance between Livingstone and Lumumba Hall government students

	(1) Livingstone	(2) Lumumba	(3) (1) vs. (2), p-value
Age	22.000	21.495	0.032
Father education	5.821	5.727	0.669
Mother education	5.031	4.729	0.267
Family car ownership	0.594	0.495	0.143
Family motorbike ownership	0.223	0.341	0.065
Family computer ownership	0.583	0.456	0.065
Family generator ownership	0.257	0.379	0.066
A-levels score	90.184	88.411	0.205
Agricultural and Environmental Sciences	0.135	0.078	0.164
Business and Management Sciences	0.058	0.078	0.513
Computing and Information Sciences	0.013	0.059	0.037
Education and External Studies	0.013	0.059	0.037
Engineering, Design, Art and Technology	0.404	0.333	0.255
Health Sciences	0.179	0.157	0.638
Humanities and Social Sciences	0.013	0.039	0.170
Natural Sciences	0.026	0.039	0.540
Veterinary Medicine and Animal Resources	0.058	0.029	0.293
Law	0.103	0.127	0.538
Anglican	0.293	0.131	0.003
Born again	0.180	0.192	0.813
Catholic	0.320	0.394	0.233
Muslim	0.060	0.020	0.136
Pentecostal	0.027	0.091	0.026
Protestant	0.067	0.091	0.483
Acholi	0.036	0.060	0.413
Alur	0.014	0.036	0.299
Baganda	0.360	0.262	0.131
Bagisu	0.050	0.071	0.517
Bagwere	0.000	0.024	0.068
Bakiga	0.101	0.071	0.460
Banyankole	0.194	0.143	0.330
Basoga	0.065	0.119	0.161
Batooro	0.000	0.024	0.068
Bunyoro	0.065	0.060	0.877
Iteso	0.050	0.036	0.611
Japadhola	0.014	0.048	0.139
Langi	0.022	0.048	0.282
Lugbara	0.029	0.000	0.118
Central	0.553	0.337	0.001
East	0.140	0.270	0.013
Foreign	0.020	0.022	0.898
North	0.047	0.101	0.104
West	0.240	0.270	0.611
<i>N</i>	156	103	

Note: age, parental education and A-levels score are continuous or ordinal variables. All others are indicators for wealth (ownership), faculty/course, religion and ethnicity. This subsample includes only Livingstone and Lumumba government students.

Table A.30: Covariate balance between Africa and Mary Stuart Hall government students

	(1) Africa	(2) Mary Stuart	(3) (1) vs. (2), p-value
Age	21.509	21.657	0.485
Father education	6.222	6.036	0.341
Mother education	5.689	5.380	0.204
Family car ownership	0.680	0.667	0.847
Family motorbike ownership	0.192	0.242	0.481
Family computer ownership	0.684	0.634	0.487
Family generator ownership	0.337	0.290	0.547
A-levels score	87.234	85.131	0.178
Agricultural and Environmental Sciences	0.200	0.145	0.282
Business and Management Sciences	0.122	0.109	0.768
Computing and Information Sciences	0.009	0.055	0.048
Education and External Studies	0.009	0.045	0.088
Engineering, Design, Art and Technology	0.252	0.236	0.784
Health Sciences	0.139	0.118	0.641
Humanities and Social Sciences	0.026	0.055	0.278
Natural Sciences	0.017	0.009	0.589
Veterinary Medicine and Animal Resources	0.017	0.018	0.964
Law	0.209	0.209	0.994
Anglican	0.304	0.250	0.377
Born again	0.143	0.231	0.092
Catholic	0.366	0.343	0.717
Muslim	0.045	0.083	0.242
Pentecostal	0.080	0.046	0.303
Protestant	0.054	0.037	0.558
Acholi	0.019	0.032	0.550
Alur	0.037	0.021	0.506
Baganda	0.336	0.287	0.455
Bagisu	0.056	0.053	0.929
Bagwere	0.028	0.011	0.381
Bakiga	0.065	0.043	0.479
Banyankole	0.131	0.191	0.243
Basoga	0.084	0.064	0.587
Batooro	0.084	0.032	0.120
Bunyoro	0.028	0.064	0.223
Iteso	0.047	0.064	0.597
Japadhola	0.009	0.021	0.489
Langi	0.047	0.085	0.272
Lugbara	0.028	0.032	0.873
Central	0.618	0.465	0.026
East	0.127	0.168	0.403
Foreign	0.009	0.020	0.514
North	0.073	0.089	0.664
West	0.173	0.257	0.135
<i>N</i>	115	110	

Note: age, parental education and A-levels score are continuous or ordinal variables. All others are indicators for wealth (ownership), faculty/course, religion and ethnicity. This subsample includes all Africa and Mary Stuart government students.

Table A.31: Behavioral games: Covariate balance between Livingstone and Lumumba Hall students

	(1) Livingstone	(2) Lumumba	(3) (1) vs. (2), p-value
Age	22.716	21.469	0.111
Father education	5.824	5.685	0.588
Mother education	5.124	4.855	0.380
Family car ownership	0.644	0.509	0.109
Family motorbike ownership	0.333	0.370	0.693
Family computer ownership	0.566	0.642	0.387
Family generator ownership	0.352	0.333	0.834
A-levels score	81.915	80.015	0.451
Agricultural and Environmental Sciences	0.083	0.154	0.146
Business and Management Sciences	0.211	0.138	0.235
Computing and Information Sciences	0.092	0.031	0.126
Education and External Studies	0.055	0.031	0.462
Engineering, Design, Art and Technology	0.303	0.246	0.425
Health Sciences	0.046	0.108	0.121
Humanities and Social Sciences	0.046	0.108	0.121
Natural Sciences	0.037	0.031	0.837
Veterinary Medicine and Animal Resources	0.083	0.031	0.176
Law	0.046	0.123	0.062
Anglican	0.327	0.154	0.012
Born again	0.215	0.169	0.468
Catholic	0.308	0.385	0.308
Muslim	0.047	0.062	0.675
Pentecostal	0.000	0.092	0.001
Protestant	0.084	0.062	0.590
Acholi	0.030	0.051	0.500
Alur	0.010	0.000	0.446
Baganda	0.307	0.254	0.480
Bagisu	0.040	0.068	0.433
Bagwere	0.010	0.017	0.701
Bakiga	0.119	0.051	0.157
Banyankole	0.188	0.237	0.461
Basoga	0.069	0.085	0.723
Batooro	0.010	0.017	0.701
Bunyoro	0.069	0.051	0.644
Iteso	0.069	0.085	0.723
Japadhola	0.040	0.034	0.856
Langi	0.000	0.051	0.022
Lugbara	0.040	0.000	0.123
Central	0.458	0.397	0.441
East	0.187	0.238	0.428
Foreign	0.009	0.000	0.445
North	0.028	0.095	0.059
West	0.318	0.270	0.513
<i>N</i>	109	66	

Table A.32: Behavioral games: Covariate balance between Africa and Mary Stuart Hall students

	(1) Africa	(2) Mary Stuart	(3) (1) vs. (2), p-value
Age	21.118	21.314	0.327
Father education	6.300	6.165	0.490
Mother education	5.835	5.500	0.142
Family car ownership	0.701	0.745	0.530
Family motorbike ownership	0.290	0.328	0.662
Family computer ownership	0.689	0.671	0.807
Family generator ownership	0.349	0.339	0.903
A-levels score	77.353	75.190	0.327
Agricultural and Environmental Sciences	0.174	0.119	0.274
Business and Management Sciences	0.141	0.257	0.043
Computing and Information Sciences	0.087	0.083	0.912
Education and External Studies	0.022	0.000	0.123
Engineering, Design, Art and Technology	0.141	0.128	0.791
Health Sciences	0.109	0.028	0.020
Humanities and Social Sciences	0.196	0.211	0.789
Natural Sciences	0.033	0.018	0.520
Veterinary Medicine and Animal Resources	0.011	0.018	0.665
Law	0.087	0.138	0.263
Anglican	0.278	0.280	0.968
Born again	0.167	0.196	0.595
Catholic	0.333	0.327	0.927
Muslim	0.056	0.093	0.320
Pentecostal	0.089	0.047	0.237
Protestant	0.067	0.056	0.758
Acholi	0.035	0.021	0.565
Alur	0.012	0.031	0.370
Baganda	0.337	0.344	0.926
Bagisu	0.081	0.031	0.140
Bagwere	0.000	0.010	0.345
Bakiga	0.081	0.094	0.770
Banyankole	0.128	0.240	0.054
Basoga	0.081	0.031	0.140
Batooro	0.058	0.031	0.380
Bunyoro	0.035	0.031	0.892
Iteso	0.047	0.042	0.874
Japadhola	0.023	0.021	0.912
Langi	0.047	0.052	0.864
Lugbara	0.035	0.021	0.565
Central	0.556	0.510	0.532
East	0.167	0.160	0.902
Foreign	0.022	0.020	0.916
North	0.067	0.050	0.625
West	0.189	0.260	0.244
<i>N</i>	93	109	

C.6 Alumni covariate balance

Table A.33: Alumni covariate balance between Livingstone and Lumumba Hall

	(1) Livingstone	(2) Lumumba	(3) (1) vs. (2), p-value
Year of birth	1967.012	1966.003	0.082
Start year at Makerere	1988.919	1988.686	0.650
Father education	4.488	4.397	0.611
Birth region: Central region	0.327	0.303	0.531
Birth region: Eastern region	0.195	0.258	0.065
Birth region: Northern region	0.116	0.123	0.782
Birth region: Western region	0.359	0.313	0.233
Ethnicity: Baganda	0.281	0.269	0.734
Ethnicity: Bakiga	0.084	0.090	0.790
Ethnicity: Banyankole	0.173	0.118	0.051
Ethnicity: Basoga	0.088	0.103	0.541
Ethnicity: Iteso	0.040	0.075	0.071
Father occupation: Agricultural sector	0.285	0.317	0.387
Father occupation: Civil service	0.257	0.222	0.303
Father occupation: Commerce/Business	0.145	0.128	0.560
Father occupation: Education	0.141	0.128	0.660
College: Business and Management	0.159	0.156	0.924
College: Education	0.064	0.075	0.561
College: Engineering	0.106	0.152	0.075
College: Health Sciences	0.138	0.112	0.305
College: Humanities and Social Sciences	0.297	0.227	0.034
College: Natural Sciences	0.152	0.159	0.809
College: Law	0.085	0.119	0.143
Interviewer: Ameny Daniel	0.028	0.037	0.502
Interviewer: Baguma Fred	0.032	0.030	0.903
Interviewer: Christine Ndagire	0.289	0.249	0.270
Interviewer: Eryenyu Lydia	0.020	0.040	0.155
Interviewer: Galisala Violet Rhona	0.036	0.030	0.690
Interviewer: Jeniffer Nakabugo	0.142	0.219	0.014
Interviewer: Kwagala Deborah	0.043	0.042	0.947
Interviewer: Mwidyeke Tonny	0.142	0.115	0.300
Interviewer: Ssempebwa Alex	0.249	0.224	0.470
<i>N</i>	283	455	

Note: birth year, first year of studies and paternal education are numeric. All other variables are indicators for the main ethnic groups among respondents, father's occupation, respondent's college while at Makerere, and the interviewer that conducted the phone survey.

Table A.34: Alumni covariate balance between Africa and Mary Stuart Hall

	(1) Africa	(2) Mary Stuart	(3) (1) vs. (2), p-value
Year of birth	1967.774	1967.354	0.616
Start year at Makerere	1988.667	1988.907	0.738
Father education	5.628	5.437	0.386
Birth region: Central region	0.444	0.468	0.690
Birth region: Eastern region	0.183	0.251	0.159
Birth region: Northern region	0.135	0.070	0.064
Birth region: Western region	0.238	0.211	0.574
Ethnicity: Baganda	0.403	0.347	0.326
Ethnicity: Bakiga	0.048	0.071	0.435
Ethnicity: Banyankole	0.121	0.094	0.461
Ethnicity: Basoga	0.056	0.082	0.396
Ethnicity: Iteso	0.048	0.076	0.335
Father occupation: Agricultural sector	0.140	0.136	0.915
Father occupation: Civil service	0.322	0.408	0.136
Father occupation: Commerce/Business	0.107	0.089	0.597
Father occupation: Education	0.140	0.142	0.971
College: Business and Management	0.077	0.078	0.958
College: Education	0.167	0.137	0.440
College: Engineering	0.077	0.078	0.958
College: Health Sciences	0.109	0.078	0.321
College: Humanities and Social Sciences	0.308	0.373	0.200
College: Natural Sciences	0.160	0.157	0.931
College: Law	0.103	0.098	0.888
Interviewer: Ameny Daniel	0.000	0.023	0.088
Interviewer: Baguma Fred	0.032	0.069	0.161
Interviewer: Christine Ndagire	0.294	0.280	0.797
Interviewer: Eryenyu Lydia	0.024	0.006	0.177
Interviewer: Galisala Violet Rhona	0.040	0.040	0.989
Interviewer: Jeniffer Nakabugo	0.206	0.154	0.243
Interviewer: Kwagala Deborah	0.024	0.017	0.684
Interviewer: Mwidyeke Tonny	0.095	0.131	0.336
Interviewer: Ssempebwa Alex	0.278	0.269	0.860
<i>N</i>	156	205	

Note: birth year, first year of studies and paternal education are numeric. All other variables are indicators for the main ethnic groups among respondents, father's occupation, respondent's college while at Makerere, and the interviewer that conducted the phone survey.

C.7 Hall leaders vs. regular residents

Table A.35: Trust towards students and campus authorities: interaction with hall leaders

	(1) Hall residents	(2) Partner hall	(3) Makerere students	(4) Makerere police force	(5) Dean of Students	(6) Vice- Chancellor
Lumumba	0.67** (0.23)	0.52* (0.22)	0.24 (0.23)	-0.70** (0.21)	-0.37 (0.24)	0.12 (0.11)
Leadership role indicator	0.33 (0.23)	0.34 (0.22)	-0.03 (0.23)	-0.11 (0.21)	-0.27 (0.24)	0.17 (0.11)
Lumumba leadership	0.13 (0.44)	-0.05 (0.43)	-0.53 (0.43)	-0.06 (0.40)	-0.34 (0.44)	0.39 (0.24)
Controls	Yes	Yes	Yes	Yes	Yes	Yes
N	105	102	104	105	100	65
R^2	0.18	0.15	0.14	0.34	0.28	0.32

Notes: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. These models, restricted to male halls, include the same outcomes and covariates as Table 3 but, in addition, interact the Lumumba indicator with a hall leadership indicator that equals 1 if that student has held a leadership role at the hall (e.g., Minister of Interior).

Table A.36: Hall identity and time preferences (immediate vs. delayed payment): interaction with hall leaders

	(1) Hall identity	(2) Ethnic identity	(3) Now vs. in 1 week	(4) Now vs. in 1 month
Lumumba	0.59** (0.15)	-0.00 (0.19)	-0.20 (0.14)	-0.01 (0.14)
Leadership role indicator	0.04 (0.16)	-0.03 (0.18)	0.00 (0.14)	0.16 (0.14)
Lumumba leadership	0.18 (0.29)	0.27 (0.36)	-0.00 (0.28)	-0.30 (0.27)
Controls	Yes	Yes	Yes	Yes
N	106	100	102	103
R^2	0.31	0.15	0.12	0.15

Notes: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. These models, restricted to male halls, include the same outcomes and covariates as Table 5 but, in addition, interact the Lumumba indicator with a hall leadership indicator that equals 1 if that student has held a leadership role at the hall (e.g., Minister of Interior).

D Culture at the halls of residence

D.1 Random assignment to groups should prevent cultural differences

Figure A.4: Randomization leads to lack of culture at Harvard dorms

From Your Quora Digest

Why did Evan Chen transfer from Harvard to MIT?



E. Chen, Gold medalist TWN2 at IMO 2014

Updated Jun 30, 2015 · Upvoted by Joe Wezorek, MIT Class of 1994, Math with Computer Science (18C) and Katie Sedlar, MIT class of 2017

There were plenty of reasons (and anti-reasons). I should say some anti-reasons first to give due credit -- the Harvard math department is fantastic, and Harvard gives you significantly more freedom than MIT to take whatever you want. These were the main reasons why transferring was a difficult decision, and in fact I'm only ~70% confident I made the right choice.

Ultimately, the main reason I transferred was due to the housing.

At MIT, you basically get to choose where you live. All the dorms, and even floors within dorms, are different: **living on 3rd West versus living on 5th East might as well be going to different colleges**. Even if for some bizarre reason you hate 90% of the students at MIT you can still have a fantastic social experience if you're in a dorm you like.

This is not true at Harvard, which shoves you in dorms **more or less at random**. Specifically,

- In freshman year, you are assigned a random dorm, and eat in a segregated dining hall (Annenberg) exclusively with freshmen. All students are placed on a mandatory unlimited meal plan, I guess to discourage them from eating out.
- After freshman year, you get a random House, and eat in a dining hall built into the House. There are restrictions that make it deliberately difficult to eat at other Houses.

The result of this random mixing is that (a) you only know people in your own year, and (b) zero dorm culture. Lounges are deserted, doors are shut, and people are unfindable -- in fact I still don't know the names of the students who lived next door to me. This is a bigger deal than people give it credit for: students are busy and campus is large, so **you don't really see someone unless you share a class, live near them, or date them**. For example, I rarely talked to James Tao, even though we'd known each other for three years beforehand and had plenty in common.

Put more harshly ☹: "Harvard's dominant typical social tone is superficial, inane, and too frequently alcohol-drenched to be interesting. It actively thwarts any attempts to escape this atmosphere, by assigning groups of students to dorms randomly -- thus guaranteeing all students a more-or-less uniformly superficial, inane and alcohol-drenched experience."

Note: Chen, a Gold Medalist at the 2014 International Mathematics Olympiad, transferred from Harvard to MIT because, among other reasons and unlike at MIT, he felt that the "random mixing" at Harvard dorms resulted in "zero dorm culture." The same applies to Yale and Princeton, where admitted students are also randomly allocated to dorms/halls which are not culturally distinct, as the authors know firsthand.

D.2 Origins of hall cultures and randomized assignment to halls

Hall cultural differentiation emerged out of events in the late colonial period, when assignment to halls was not random. Since at least the 1950s, the Dean of Students has been the university official responsible for allocating incoming students to the halls of residence. Between 1963 and 1970, the Dean was a Cambridge-educated scholar and cricketer named Hugh Dinwiddy (Figure A.5).²⁷ Dean Dinwiddy was also the Warden of Northcote Hall, named after British Governor Geoffrey Northcote. Makerere was the only university in all of East Africa in the 1950s, so inter-hall sports competitions served the role of inter-university competitions. All halls would compete against one another in sports such as football, cricket, basketball and tennis. An avid sportsman, Dinwiddy would encourage the best sportsmen from secondary school graduates to rank Northcote Hall as their first choice. Non-sportsmen would typically rank the halls in accordance to proximity to their faculty. For instance, those intending to study Medicine would select Livingstone Hall and University Hall as their top choices because of their proximity to Mulago Hospital. All alumni interviewees who attended Makerere in the 1960s resided in their first or second choice.

After Dean Dinwiddy retired in 1970, the University Council appointed Makerere alumnus and educator George Kihuguru as the next Dean (Figure A.6). Kihuguru decided to allocate students alphabetically and in arbitrary order, to eliminate differences among halls. Kihuguru would assign the first student to Africa Hall, the second to Mary Stuart, the third again to Africa Hall, etc. The process for male halls was analogous. Surnames from ethnic groups cluster around certain letters of the alphabet in Uganda, so this system prevented ethnic clustering—and any other clustering—by hall (interview with Bernard Kayiggya, May 6, 2016).

“[Before 1970] students would make choices of the halls they needed to stay in. The Dean then in 1960s to 1969 was the Warden of Northcote which brought a lot of politics in the allocation even when students would make choices. He would go to the different high schools and he would encourage only good sportsmen to his hall [Northcote]. This

²⁷The information in this section is derived from many key informants including Dean of Students (1970-1995) George Kihuguru, Dean of Students (1995-2011) John Ekudu, Vice-Chancellor (1986-1990) Prof. George Kirya, all of whom studied at Makerere before 1970, and staff member (1972-2016) Bernard Kaija. Dinwiddy passed away in 2009.

Figure A.5: Picture of former Dean of Students Hugh Dinwiddy



HP Dinwiddy 133 no v Sherborne 1931

Hugh Pochin Dinwiddy. Born 1912. Came to Radley in 1926. Became the Senior Prefect. He played cricket, rugby and fives for the school. After school he went to Pembroke College, Cambridge. He played rugby for Cambridge University 1934–35 and had an England trial in 1935. He played cricket for Kent 1935–36. He became a schoolmaster, initially teaching at Ampleforth College, eventually becoming Warden of Northcote College and Lecturer in English at Makerere University College, Uganda.

<https://100radleyobjects.files.wordpress.com/2016/06/dinwiddy1931.jpg>

Note: A photograph of the Makerere Dean of Students Hugh Dinwiddy (1950s-1970) with a biographical description. During his time as Dean, assignment to halls of residence was not random. The picture can be found online at Radley College's blog, Dinwiddy's boarding school in Oxfordshire: https://100radleyobjects.blog/century_clump/.

made Northcote vibrant and it was winning trophies and that's why they developed a saying that "we either win or they loose." This was unfair for the other halls and [brought] a lot of dissatisfaction. When I took up the office in 1970, I changed the system from making choices to random."

(Interview with Dean of Students (1970-1995) George Kihuguru. Kampala, July 26, 2016.)

We cannot know whether this method contributed to the reduction in ethnic or regional conflict since the 1970s. We know the stakes were high because most Uganda ministers, Members of Parliament and officers in the Uganda People's Defense Force are Makerere alumni. Kihuguru would conduct this process himself, or directly supervise it, because the number of students admitted yearly prior to the 1990s was well below 2,000.

Why did cultures develop if assignment has been random since 1971? Multiple interviews supported three complementary stories concerning the development of hall culture. First, Northcote,

Figure A.6: Interview with former Dean of Students George Kihuguru, who started randomization



Note: From left to right, Edwin Mayoki (research team leader) and Joan Ricart-Huguet (co-PI) take notes as George Kihuguru (former Dean of Students at Makerere University, 1970-1995) explains why and how he started a system of alphabetically random allocation of new students to halls of residence in 1970. Interview date: July 26, 2016.

“robbed” of its preeminence in sports upon which its pride was built, developed a culture that was aggressive to the out-group and militaristic (see Section D.3 for details). The university ended the culture by force in 1997 by temporarily shutting down the hall and renaming it Hall X. Second, Lumumba Hall was inaugurated in 1971. While freshmen were assigned randomly, continuing students were transferred non-randomly from other halls to populate the new hall. Kihuguru told wardens in other halls to list the students that would be transferred to Lumumba. They largely sent activists and “undesirable” students from their own halls. As Dean John Ekudu (1995-2011) succinctly put it, “Lumumba was a hall of rejects” (interview, June 29, 2016). Lumumba also opened at the height of Pan-Africanism, which provided the new hall with a set of values distinct from other halls. Third, other halls developed a culture in the 1970s as a reaction to Northcote and Lumumba. The eponym Livingstone provided a ready set of values to contrast with Lumumba—relatively more conservative, tradition-bound, and reserved.²⁸ Cultures at female halls were largely influenced by male halls. The “solidarities” between Africa and Livingstone as well as between Lumumba and Mary Stuart (Table 1) were established in the late 1970s because male halls sought out female halls. The origins and persistence of hall cultures is a fascinating topic in itself. Another paper explains the dynamics of intergroup competition that underlie the origins and persistence of these hall cultures since the 1970s (Ricart-Huguet, 2021).

D.3 Passages on cultural influence and socialization

D.3.1 Online descriptions on the Makerere University official website

Below are some passages extracted verbatim from the Halls’ websites to understand what Makererians, as Makerere students are known, mean by culture.

Nsibirwa Hall, previously known as **Northcote Hall**, was the first hall to develop a culture, largely due to the former Dean of Students Hugh Dinwiddy:

²⁸The University Council had named halls established before independence (1962) after British individuals (Livingstone, Northcote, Mary Stuart), while those opened after independence were named Lumumba and Africa.

This hall started in 1952 [and was] named after Geoffrey Northcote, who was the Chairman of the University Council in 1948 at the time of his death. Northcote Hall students were called spirits, the Hall had an anthem, culture of having Generals, a drum (known as stereo) and a tractor (state car). It was the only hall at that time that had and known to have the above-mentioned cultural ideology and symbols. Northcote was believed to be a country of its own, had Generals, had a Council known as Northcote State Supreme Revolutionary Command Council (NSSRCC) chaired by a General. The Council used to conduct meetings in the roof/ceiling.

All students were officers believed to be brothers that brought unity among themselves, kept secrecy which made easier mobilization of students. They had a term “wewe” that meant to, “act together, do what we want and we go”. Staff workers were Northcoters apart from the Warden who was known as a burden. The Hall had the following cultural pillars i.e. S-Supremacy; S-Superiority; S-Speed and D-Determination (SSSD). Nsibirwa Hall has a rich culture that transcends successive generations of student’s solidarity. Hall Motto: “We Either Win or They Loose”

Livingstone Hall

The hall was opened at the beginning of the 1959/60 academic year. Mr. Temple was the Hall’s first Warden and only 146 students occupied the hall at its first opening. Livingstone residents are referred to as “Gentlemen” and have a solidarity with the “Ladies” of Africa Hall called “Afrostone”. This solidarity was formed in 1976 and its activities became more pronounced in the 1980s.

Lumumba Hall

Lumumba Hall was built in the late 1960s and was opened in 1971. It was named after the late Patrice Lumumba, a freedom fighter and the first Prime Minister of the Republic of Congo (currently the Democratic Republic of Congo). The cultural

symbol is Gongom. Gongom is addressed as His Majesty, Highness and dressed in an attire (a graduate gown). This attire inspires students to read and work for it and also as a symbol of Unity. The Gongom monument was introduced by former students including the current Lt Gen. Elly Tumwine. Students call themselves Elephants. The Gongom monument has a protection brigade known as Gongom Protection Brigade of 10 members manned by a general. It is affiliated to Mary Stuart hall of female students. And this affiliation brings social, cultural and a solidarity known as Lumbox. It is located on Lumumba road just next to Mary Stuart hall of Residence.

Mary Stuart

This was the first female hall that started in 1945 housed in a small house at the current Guest House. The hall was named after the wife of the missionary Dr Stuart of Mengo Hospital known as Mary Stuart. The hall is the biggest female hall known as box due to the physical structure of the hall. It houses female students and they call themselves boxers. The hall has a monument of Gongomesi a symbol of a woman believed to be wife of Gongom. It has solidarity with Lumumba Hall which houses male students. The solidarity is known as Lumbox.

D.3.2 Email conversation with an elected student leader (Deputy Disciplinary Minister) at Livingstone Hall

SHADRACK: Anyways what was your study about? never really got it!

JOAN: [...] if you shadrack had been assigned to lumumba instead of livingstone, do you think anything would be different? if so, what and why?

JOAN: [...] if you shadrack had been assigned to lumumba instead of livingstone, do you think anything would be different? if so, what and why?

SHADRACK: “haha thats true. I think a lot would be different I would be more confident being rowdy. A bit more dramatic as a person and more involved with university demonstrations. I think with a bit more pride or I would experience some culture shock finding the behavior of the lumumba boys abit too extreme. I should add that as a person I love abit of the drama and the sense of belonging having been to a single sex high school where solidarity with your dormitory, class, and school was primarily emphasized. Being in livingstone enabled me blossom a bit as a rowdy person because we are so few who are that energetic but also instilled this pride in me of being calm, collected and rational. I like the peace and order of livingstone now and I cant really imagine myself in any other hall. I guess therefore I wouldn’t mind being in lumumba because of my previous background and would have probably grown in to a lumumba stereotype but we can never be too sure though I must add that in my first year only did I identify with the ‘way’ of the lumumbists but right now i believe the chaos can be avoided.”

(E-mail conversation with Shadrack Manano, June 7, 2015.)

D.3.3 Conversation with a Makerere alumnus and team leader

JOAN RICART-HUGUET: Edwin! How are you doing? Congratulations on your engagement! [...]

Who’s the lucky girl? Did she go to Africa? ;) I mean if she lived in Africa Hall.

EDWIN MAYOKI: hahaha, yah of course Afrostone solidarity. You know being from Livingstone [Hall] I had to get an African woman. The pride of Africa.

JOAN RICART-HUGUET: Are you serious she went to Africa [Hall] or is it a joke?

EDWIN MAYOKI: Man, it’s reality.

(Gchat conversation, April 2013.)

D.3.4 Passage from a national newspaper

“I sat next to this girl in one Afro-Stone variety show in the main hall and we were friends by the time the show ended. One weekend, we went dancing at Club Silk. the booze and dancing was too much, the following morning, I was virgin no more.” Anecdote recounted by an alumnus, now a secondary school teacher in Kampala (Muhumuza, 2013).

D.4 Orientation Week

D.4.1 Orientation Speech by Mitchell Hall’s Warden Mr. Edward Lukabala

The text below reproduces *verbatim* the beginning of the warden’s speech during Orientation Week, attended by one of the authors, in which the warden is visibly upset when he realizes that his “freshers” have not yet learned the anthem of Mitchell hall. He then proceeds to teach it to them on the spot.

WARDEN: Good morning, Galant Rats! That’s what you are, I am not. I am only serving you but, you know, your culture is about rats. So you see everything rat and then you wonder what is happening. And every Hall has its cultures. Like if you went to the extreme end of [campus in] Livingstone [Hall] they are Gentlemen. In Africa [Hall], they are ladies. And when you put Livingstone and Africa you get a culture they call Afrostone. There!

But if you went to the other side of the University you will find Lumumba and you’ll find Mary Stuart which is in form of a box, so their culture is Lumumbox [sic]. If you came to us we are Mitchell and we have the Crocodiles from CCE [Complex Hall] so our culture is Mitchellex. When you go to University Hall their neighbors is Soweto, what, Katanga [slums in Kampala] [students laugh]. So you will find them also having their own form of, you know [culture]. Nsibirwa [Hall] and Nkrumah [Hall] are independent from each other. They sing their own songs and have their different cultures.

WARDEN: I think before you go very far, we must... there is what we call testing. We test for Makerere, but we also test for Mitchell. When I say “Eeee Makerere oi!”, you answer “oi!” Is that ok? When I say for Mitchell, the same: Eeee Makerere oi!

FRESHMEN: Oi!

w: Eeee Mitchell oi!

F: Oi!

w: Good. And I think we should get up and sing the anthem of Mitchell. Haven’t you been taught?

F: No.

w: Ah! How? What have you been doing in the Orientation [Week], in the jogging, in the what? Eh? You have not been taught? I wish I had some senior member here. I would accuse them for that. That’s the first thing you should know! You stand up and I teach you. The words go as: “In the course to defend Mitchell Hall, we promise to unite our hearts, like its ancestors and elders”. And finally, “we raise the banner of victory”. Okay?

ALL: *In the course to defend Mitchell Hall, We promise to unite our hearts, Like its ancestors and elders, We raise the banner of victory.*

w: Eeee Mitchell oi!

F: Oi!

w: Now get down.

(Freshmen orientation at Mitchell Hall by Warden Edward Lukabala. Kampala, August 2014.)

D.4.2 An alumna writes about her arrival to campus

Figure A.7: An alumna writes about her arrival to campus

The value of orientation week

Cover story

WEDNESDAY, 11 AUGUST 2010 19:35

WRITTEN BY LYDIA AINOMUGISHA

0 COMMENTS



Perhaps the most embarrassing situation I have been through as an adult was going through the orientation week.

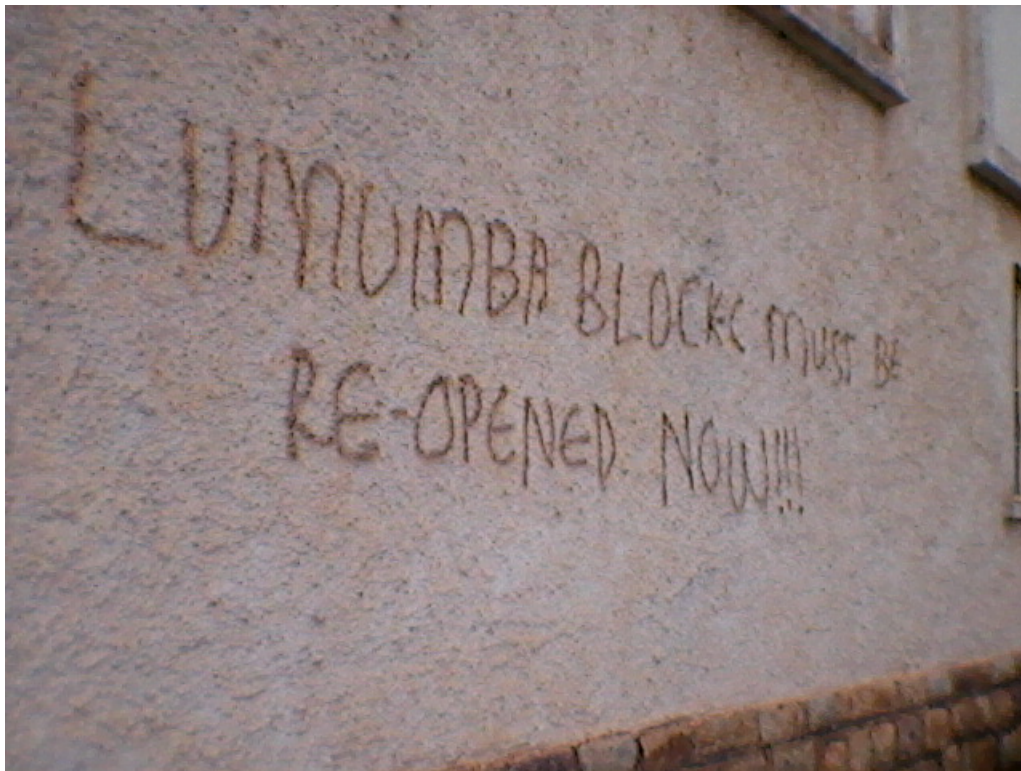
These were my first days at campus and, honestly, I felt as if I had just joined senior one; I felt timid. I waited to be guided in everything to do by the ministers in my hall. Some activities during orientation week were exciting, especially the whole-week bazaar at Mitchell Hall and the early morning running around campus.

However, the songs sang during the running were vulgar, making me feel a little uncomfortable. Having expected to join a unique institution, I felt somewhat disappointed, but one of the ministers told us that that was the hall culture which had to be respected.

Note: [Article](#) in The Observer, August 11, 2010



E Original documents and pictures

Figure A.8: Lumumba Hall students demand the re-opening of their third housing block (Block C), closed since 2006



Note: The original graffiti that led to the study (Makerere University, Kampala, July 2012).

Figure A.9: “Lumumba Block C must be reopened – now”

 **LUMUMBA HALL** 
MAKERERE UNIVERSITY
P.O. BOX 16162, WANDEGEYA, KAMPALA. UGANDA Tel: 534324 Telegrams: MAKUPALA.

Our Ref
Your **26th** April 2012

OFFICE OF THE WARDEN

Mr. Bwowe Ivan
211016051
11/U/15290/EVE
LLB

Ref: INSIGHTING VIOLENCE

Time and again you have participated in acts of violence in Lumumba Hall. Last semester ie. sem I 2011/12, you forcefully acquired and resided in Room C1- 3 and when I evicted you, you started organizing students to riot over the closure of block C to the extent of making a write up, a copy of which I gave to security.


This semester you resumed the campaign of Re-opening Block C – “Block C must be opened – now”. You have been party to writing a number of insightful information to the public on top of organizing a strike that flopped on the 25th April 2012.

I wish to make the following observations;

- You are a security threat
- You are a danger to the peace loving Lumumbists
- You are an enemy to the Dear Parents who have paid tuition and are awaiting to see their sons writing the Final Exams – How come you target the Exam period!!

I therefore write to;

- Ask you to look for an alternative accommodation next academic year
- Warn you against insightful violence in Lumumba
- Notify security about your misconduct that has resulted into chaos at Lumumba on several occasions.


Hassan Lutaya
WARDEN
c.c: Dean of Students
O. C Police (MUK)
Security Officer (MUK)
Chairman SCR
Chief Custodian

Note: Disciplinary action against student activist and to-be Guild President Ivan Bwowe by Lumumba Warden Hassan Lutaya. Source: Ivan Bwowe’s personal files.

Figure A.10: A sample of Mary Stuart Hall (Box) culture files



LUMBOX CULTURAL WEEK ACTIVITIES



Daily activities:

		every morning Every evening	6AM-7AM 4PM-12AM

Monday:	12-4PM	Sports: - football and Volleyball	
	4-5PM	Kwepena, Roundas, Skipping, seven stones (Box parking yard)	
	7-10PM	Mega benching (Elephants come to box)	
	10-12AM	Cultural presentation with fun games e.g. orange dance **An artist presentation winds up the dry**	
Tuesday:	4-6PM	Sport: - Mainly around the swimming pool (swimming, squash)	
	7-9PM	Mega benching (Boxers go to Lumumba with crazy dressing)	
	9-10PM	Making porridge / with pancakes 'eating competition'	
	10-12AM	Karaoke / Miming, dance group.	
Wednesday:	4-6PM	Sports: - Rugby	
	7-12AM	Pool tournament/ Board games/Entertainment from ministers Movies with free popcorn	
Thursday:	4-6PM	Sports:- Athletics, Bicycles riding.	

THE GREAT LUMBOX EMPIRE CHAMBERS OF THE PRIME MINISTERS

Monday 23rd August 2010

Hon.
...NAKIREGA...GEORGE...

Dear Madam,

RE: INVITATION FOR THE FIRST JOINT LUMBOX SCR SESSION IN
PREPARATION FOR THE LUMBOX CARNIVAL AND REUNION
DINNER

Reference, is made above to you, to attend the SCR joint session scheduled to take place
on Wednesday 25th /Aug/2010, from 8pm to 10pm at the box SCR room.

Below is the proposed agenda:

1. Opening prayers ✓
2. Anthems ✓
3. Introductions ✓
4. Communications ✓
5. Open dialogue ✓
6. A.O.B.s
7. Closing prayer.

Reunion dinner

To our Sister
Lumby

On the most appealing note, you are reminded to keep and manage your time to avoid
inconveniences!

Yours in service

Hon. NANSUBUGA NANCY
Gen. Secretary/ Prime minister
Mary Stuart
0782 101 491

Hon. JULIUS ENGEMU
Gen. Secretary/ Prime minister
The Great Lumumba
0774 655 438/0714 655 438

Note: Two pages from the Mary Stuart Hall (Box) cultural files. The left one describes the schedule of events during Culture Week. The right one is an invitation to a Lumbox event and uses a common reference pointing to the proud solidarity between Lumumba and Mary Stuart halls: "The Great Lumbox Empire" (reproduced with permission from the 2014-15 Mary Stuart Culture Minister).

Figure A.11: Notice of “Inappropriate Behaviour during the Culture Week”

MAKERERE UNIVERSITY
P. O. Box 7062
Kampala Uganda
Tel: +256 - 414 - 532493
Fax: +256 - 414 - 532493
E-mail: doss@makdos.mak.ac.ug

OFFICE OF THE DEAN OF STUDENTS

May 5, 2014

All Students
Makerere University

Dear Students,

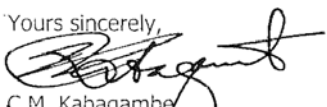
Inappropriate Behaviour during the Culture Week

It was brought to our attention during our departmental meeting held this morning that one of the activities that has been adopted during the culture week is running naked around campus during the night, code named the “Naked Mile”.


We were further informed that the practice was emphasized by Lumumba and Mitchell Halls and that some women Halls of Residence have also embraced the habit. It starts in one Hall in the wee hours of the night and ends at the swimming pool where everybody jumps into the pool, sometimes in a state of drunkenness. This is very unfortunate and unacceptable in a premier institution like Makerere University. It is also potentially dangerous to human life.

The purpose of this letter is to ask all those involved in this backward practice to stop it.

By copy of this letter, the Chief Security Officer and Officer-in-Charge Makerere Police Station are requested to be on the look out for those who will repeat the bad habit with a view of prosecuting them.

Yours sincerely,

C.M. Kabagambe
DEAN OF STUDENTS

c.c All members of Management
All Chaplains/Imam/All Wardens
Officer-in-Charge Makerere Police Station/CSO
Guild President
All Hall Chairpersons
All Culture Secretaries
Notice Boards

RECEIVED BY:
ANNA SHERINATH VICTOR
CULTURE MIN. BOX
2014-2015


In future correspondence please quote the reference number above

Note: The Dean of Students notifies Lumbox students of inappropriate behavior due to atypical jogging on campus (reproduced with permission from the 2014-15 Mary Stuart Culture Minister).

Figure A.12: Code of Conduct of Livingstone Hall

AFROSTONE ANTHEM

This is the official anthem of Afrostone that is sung by both Ladies and Gentlemen with the right hand raised, pointing the index finger upwards.

(Gentlemen)

Livingstone, Gentlemen we move
With one purpose in Africa
And we shall always
Always attain victory

(Ladies)

Africa, Ladies we move
With one purpose in Livingstone
And we shall always
Always attain victory

(All)

Afrostone, Afrostone we move
With one purpose in unity
And we shall always
Always attain victory

VISION

To be champions in welfare services and discipline of National and International Students for the attainment of academic excellency.

MISSION

To provide appropriate and adequate welfare services to the students' community thereby, enhancing their overall development and academic excellency.

LIVINGSTONE HALL SCR CABINET 2014/2015

OFFICE	NAME	COURSE	CONTACT
Chairman	Kawule Vivien	BBA III	0773731945
General Secretary	Muriisa B Christian	BSWSA III	0700140901
Finance Minister	Mawejje Nyanzi Martin	BCIV IV	0706626644
Information Minister	Akankwasa Allan	BIS III	0705720630
Disciplinary Minister	Kibuuka O Ambrose	BCIV IV	0757834389
Interior Minister	Ssetimba S Rocco	BSSE IV	0706622365
Mess Minister	Isabirye Isaac	BVM II	0701266060
Speaker	Baguma Laurel	LLB IV	0781162686
LC1	Okot Robert	LLB III	0705708051
Health Minister	Ambangira Fortunate	MBChB IV	0706491491
Culture Minister	Kuule Derrick Ansyijar	BEVS III	0700117550
Entertainment	Buwembo Isaac	BFST II	0704761003
Deputy Speaker	Rwakanfunjo Godfrey	BCIV IV	0704346126
Deputy Disciplinary Minister	Ogen Shadrack Manano	LLB II	0705100302
Sports Minister	Wamala Eclus	BSTA III	0784058847
Deputy LC1	Kyobe Benard	BELEC II	0700802438
1st Deputy Sports Minister	Isabirye Duncan	BMEC IV	0705908982
2nd Deputy Sports Minister	Kitende Jesse Stephen	LLB II	0704961664
GRC	Anguria Paul	BCIV IV	0751106434
GRC	Mpairwe Baker	BPG IV	0772009222

CODE OF CONDUCT

Preamble

This code was instituted by the Disciplinary Committee in the sense of the hall and respect for the University rules and regulations to preserve the heritage of discipline and also to maintain an acceptable general level of ethics in Livingstone hall.

ARTICLE 1

DRESS CODE IN DESIGNATED AREAS OF THE HALL

1.1. Dining Hall, Senior Common Room, Hall Administration Offices
Gentlemen are not allowed to enter the above with slippers or in vests, meant for washrooms and underwear respectively.

1.2. Quadrangle

Gentlemen are not allowed to cross the quadrangle with towels on any occasion.

ARTICLE 2

TRESS PASS

2.1. Gentlemen are only entitled to walking space on pavements.

2.2. Entry into the Hall through any part which is not one of the three gates of the Hall is an offense.

2.3. Gentlemen are not allowed to enter or exit the Hall through windows.

ARTICLE 3

LITTERING

3.1. Outside the blocks

Every corner of the Hall has a dustbin in which litter must be dropped when outside the blocks.

3.2. Within the blocks

Gentlemen must avoid dropping litter around the dust bins in the blocks and on the steps.

ARTICLE 4

SUBMISSION OF ROOM KEYS AT THE END OF THE SEMESTER OR CLOSURE OF HALL

4.1. Gentlemen are not allowed to go home with "room keys" at the end of a semester or on closure of the Hall.

4.1.1. Gentlemen must therefore submit keys to the custodian's office upon signing out.

4.1.2. The fine for breach of this rule is 50,000/= per occupant of the room for which keys are not handed in at the time noted above.

ARTICLE 5

USE OF NARCOTICS, DRUGS AND MARIJUANA

5.1. Use of narcotics, drugs and marijuana is prohibited within the Hall premises. This applies to every part of the Hall including the TV room, quadrangle and washrooms.

5.1.1. Offenders of this rule shall be handled by the Disciplinary Committee and forwarded to the University student's affairs and Disciplinary Committee for scrutiny or University police department as will be advised by the chairperson of the Disciplinary Committee.

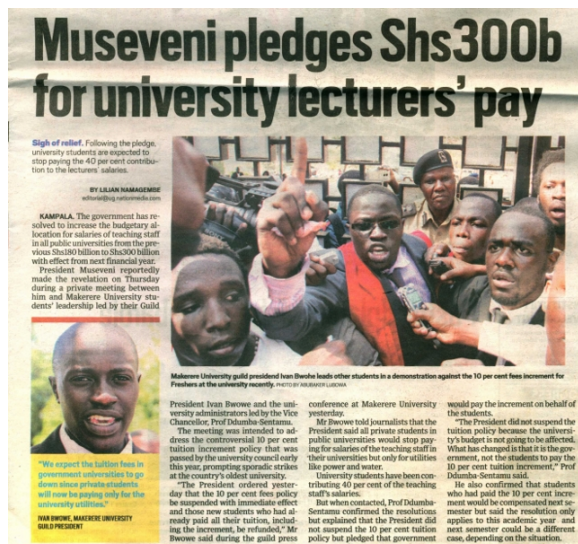
Note: Publicly available pages from the Livingstone Hall Code of Conduct, distributed to its residents. It includes its mission, the elected Hall Cabinet and the expected values and behaviors of residents.

Figure A.13: Afrostone jog



Note: These pictures shows members of Africa and Livingstone Halls (Afrostone) on an early morning jog (pictures were taken by the authors on August 14, 2014). The Afrostone jog was slow and calm compared to the Lumbox jog, where one of the authors was “encouraged” to participate and show Lumbox pride.

Figure A.14: Makerere University Student Guild President (2014-15) and Lumumba resident Ivan Bwowe leads two protests



Note: Makerere University Student Guild President and Lumumba Hall resident Ivan Bwowe demonstrating “against a 10 per cent fees increment for Freshers” (Daily Monitor, August 23, 2014, p. 3). Mr. Bwowe was elected to the Presidency on a campus-wide vote.

Figure A.15: Visual examples of hall characterizations

(a) Livingstone Hall student leaders



(b) Lumumba Hall's Gongom Guard Brigade



(c) Livingstone Hall: "Gentility With Progress"



(d) Lumumba Hall: "The Struggle Continues"



(e) Africa Hall: "Ladies' Home"



(f) Mary Stuart Hall: "Train a Woman a Nation Trained"




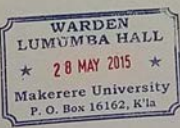
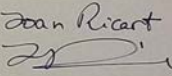
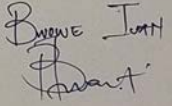
Note: Picture (a) is an example of the order and formal disposition of Livingstone Hall student leaders asking for a picture upon completion of the behavioral games. Picture (b) shows Lumumba Hall's Gongom Guard Brigade, in charge of defending the Hall and its students. Pictures (c)-(f) show the billboards outside the four halls. Picture (e) is the entrance to Africa Hall, "Ladies' Home" (the slogan, however, is "Walk in the Light"). Picture (f) is outside Mary Stuart Hall, with its empowering motto: "Train a Woman a Nation Trained."

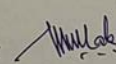
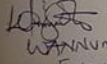
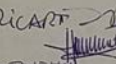
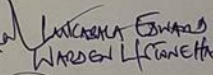
Figure A.16: Behavioral games



Note: The left picture shows the instructions provided by a team leader to a group of participants from Africa Hall prior to starting the behavioral games. The members in this group likely know each other because they all reside in the same hall. To ensure privacy, the table on the right is divided in four by opaque white cardboard walls. The right picture was taken after the behavioral games had been completed. It captures the moment where one of us disburses the money participants had decided to donate to their hall (the “group pot”). The picture shows Africa Hall student leaders, Africa Hall Chief Custodian, and Joan Ricart-Huguet.

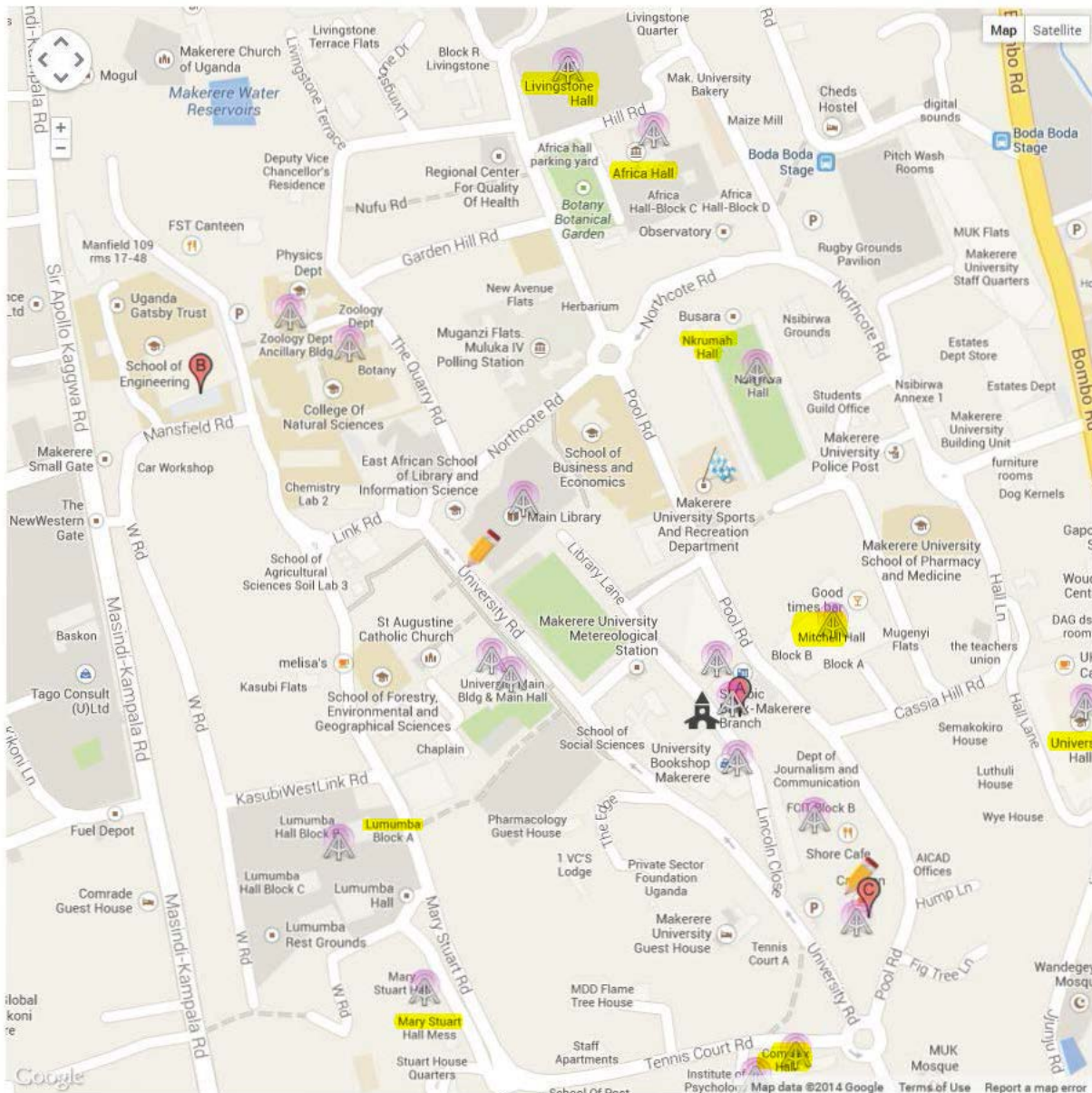
Figure A.17: Group donations in the public goods game

LUMUMBA HALL – DONATIONS FROM ACTIVITIES BY PRINCETON UNIVERSITY IN MAY 2015		
Group number	Amount donated	Cause / purpose
1	18000	Renovation, rehabilitation and opening of Block C
2	28000	Improvement of sanitation
3	8000	Spraying bed bugs
4	7000	For buying insecticide and spraying bed bugs
5	23000	For improvement of student welfare and sanitation
6	10000	Help in renovation and cleaning compound
7	0	No donation
8	2000	To motivate the cleaners
9	5000	For improving hygiene and students welfare
10	24000	For fumigation
11	21000	For electrical installations
12	16000	Renovation of Block C and leaking tanks
13	1000	To SCR to supplement money for cleaning activities
14	10000	For cleaning festivals
15	5000	Renovation of Block C
16	9000	To cleaners
17	10000	For renovation of Block C
18	14000	For painting the hall
19	20000	For fumigation
20	10000	Buying VIM for the toilets
21	20000	Maintenance or renovation of Block C
22	0	No donation
23	8000	To buy a football
24	5000	To buy dust bins
25	3000	For funding social events in the hall
26	8000	To buy paints for freshers' rooms
27	10000	For condom box
28	3000	For buying manila cards for communication
29	0	No donation
30	6000	For renovation of the hall
31	10000	For fumigation
32	10000	To buy fluorescent tube for security in the hall
33	11000	Renovation of the hall
TOTAL = 335000		
I acknowledge Receipt of the stated amount - i.e 335,000.    		

LIVINGSTONE HALL – DONATIONS FROM ACTIVITIES BY PRINCETON UNIVERSITY IN MAY 2015		
Group number	Amount donated	Cause / purpose
1	8000	For spraying bed bugs
2	8000	For spraying the rooms
3	20000	For buying disinfectants chemicals to reduce smell in urinals
4	12000	For meals for those who cannot afford
5	12000	For improving sanitation in the hall
6	40000	For improving drainage system
7	0	No donation
8	0	No donation
9	2000	For renovation of the hall
10	16000	Replacing window meshes to prevent mosquitoes from entering the rooms
11	18000	Constant water supply in the hall
12	20000	Students who have tuition purpose
13	0	No donation
14	8000	Sanitary facilities e.g bathrooms
15	20000	For buying water reserve tank
16	4000	To buy newspapers for rooms/blocks
17	5000	To buy a metal detector machine for security check
18	4000	For faulty toilets and bathrooms
19	4000	For general cleanliness
20	0	No donation
21	0	No donation
22	5000	To tighten security
23	4000	For soap in lavatories
24	0	No donation
25	0	No donation
26	0	No donation
27	10000	For improving hygiene in the hall
28	9000	For welfare in the hall
29	2000	For setting up a notice board
30	8000	Buying detergents for cleaning
31	20000	Installing windows and more bugler proofs
32	5000	To buy insecticide
33	0	No donation
34	5000	For heaters
35	8000	For wireless network
36	0	No donation
TOTAL = 277000		
I acknowledge Receipt:   WARDEN LIVINGSTONE HALL FINANCE MINISTER LIVINGSTONE HALL   CHAIRMAN LIVINGSTONE HALL		

Note: These two documents certify that halls received the group donations resulting from the public goods game. They detail the purpose of each allocation. The total donation was larger in Lumumba (335,000UGX) than in Livingstone (277,000UGX) although the number of groups was slightly higher in Livingstone (36 vs. 33).

Figure A.18: Campus map



Note: The map shows the main locations on campus with the halls highlighted in yellow. The distance from the top end of campus (Livingstone Hall) to the bottom end of the map (Complex Hall or Main Entrance Gate) is 1.3 km (0.8 mi). The distance from Livingstone and Africa Halls (Afrostone) to Lumumba Hall and Mary Stuart Hall (Lumbox) is 1.0 km (0.6 mi). The most central and social locations on campus are the green rectangular patch (labeled Freedom Square/Library Lane) and the swimming pool/recreation area with a flag (labeled Makerere University Sports and Recreation Department). The former is 500 m (0.3 mi) away from Afrostone and 300m (0.2 mi) from Lumbox. The latter is 550 m (0.3 mi) away from both Lumbox and Afrostone. In sum, Lumbox is marginally closer to the most central locations on campus.

F Student survey

The full student survey is presented after the Appendix.

F.1 Survey administration

We tried to maximize privacy and minimize social desirability bias during the survey administration by enumerators. Two or three enumerators were in charge of each hall. Our goal was to survey each hall efficiently to limit the extent to which survey content would become publicly known. After careful planning of the layout of each hall's rooms, we administered the survey to all halls simultaneously and completed the task in three to four days depending on the hall.²⁹ Several aspects facilitated survey administration. First, all respondents live on campus. Second, all are fluent or native English speakers, thus avoiding any translation issues, allowing students to respond the survey privately and thus minimizing the social desirability bias present in in-person surveys.

We took several steps to encourage respondents to answer the questionnaire privately. First, students were often by themselves in the room (rooms typically have two or three students, occasionally one or four) because they have courses at different times. Second, the enumerator emphasized that it was a private survey, that there were no right or wrong answers, and that they would be able to discuss it among roommates after all had completed it. If there was more than one student in the room, the respondent was encouraged to complete the survey outside (e.g., in a common room) to increase privacy. Third, we provided a large envelope to all students and instructed them to place the survey inside the envelope and seal it by signing the flap. Fourth, the enumerator circled around the rooms of the hall every 30 minutes and knocked on doors to check on survey progress and to collect completed surveys (which were sealed by the respondents to maximize their confidence in our respect for their privacy). Ultimately, the enumerator could not prevent two roommates from talking to each other as we were able to do during the behavioral

²⁹Our enumerators had to “chase” a few respondents who were rarely in their room and unreachable by phone, but they constituted a small fraction of the respondents in any hall.

games, when enumerators were in the room at all times. To minimize the extent to which this happened, we surveyed the halls simultaneously.

F.2 Instructions and recruitment for the behavioral games

See the following pages for the instructions. We begin by discussing the recruitment procedure for the behavioral games and context-specific considerations. Ideally, researchers randomly select participants into groups from a large pool of participants that typically do not know each other. In our case, behavioral games participants necessarily know each other. Nearly all hall members know each other to some extent. Because our survey and games were fielded at the end of the academic year, even first-year students are no longer strangers. Further, we faced two competing pressures regarding group composition. On the one hand, randomization is best. On other other hand, that would have protracted the behavioral games because of students' limited availability and thus spread the information concerning the inner workings of the behavioral games. More specifically, our team members announced to hall residents the day prior that they would be able to participate in the games on the following day. We did not specify a particular and random time to each resident because students are in class for several hours per day and we did not want our study to negatively impact their academic progress by missing class. In sum, we opted for an intermediate way to balance these competing pressures: we allowed students to wait in line to participate in the behavioral games at their convenience while telling enumerators that groups should be randomized among those waiting outside the hall's Senior Common Room, where the behavioral games took place.

The procedure's main shortcoming is that we did not randomize from the full hall population and thus the groups of four likely had closer social ties across halls than they would have had in randomly selected groups. Two factors attenuate this problem. One, as mentioned above, is that hall members know each other anyway. Two, we have no reason to suspect that the extent to which our method induced a "friendship bias" in game allocations differed between halls except for the case of Mary Stuart Hall, where enumerators let us know that a fraction of participants

may have discussed the behavioral games publicly after participating against the instructions we provided. This may help explain the unexpected results for female halls in Table 4.

G Pre-registration Analysis Plan (PAP)

We present the original pre-analysis plan (PAP) as submitted to Experiments in Governance and Politics (EGAP) in 2014 at the end of this Appendix. The analysis conducted in the paper deviates in some ways from the original PAP because we did not update that original submission as we should have as our research progressed. We did not register a second PAP for the alumni survey. We update the original PAP to discuss whether and how the elements in the original PAP were implemented in the survey and how. If it was not implemented, we comment on what we learned after filing the PAP and on changes we undertook to our analysis.

The original PAP comprises columns one (Pre-Analysis Plan) to three (Survey Questions). Columns four to seven have been added recently to discuss whether each decision was implication, to note any other relevant comments, and to list the table(s) and figure(s) in the article that corresponds to each hypothesis. The final survey was very similar to the one envisioned in the PAP, so most aspects of the survey were implemented as described in the PAP but some important ones were not:

1. Examination of nine vs. four halls: see cell D12.
2. Baseline survey and endline survey: see cell E7.
3. Models and randomization inference: see cell D7.
4. Outcomes: see cell E27.
5. Alumni survey: see explanation in Appendix G.

These changes, explained in the updated PAP, result from the fact that we frontloaded the quantitative survey so that our population would not know the goal of our study and thus minimized “researcher demand effects.” An important drawback of this approach, however, is that we didn’t know enough about Makerere University and its halls of residence at that point. An amended PAP would have toned down some of expectations based on preliminary fieldwork, such as the idea that halls systematically differ on partisanship and on most issues concerning *national* politics.

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SURVEY FOR MAKERERE STUDENTS

Hello! You are being invited to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please take the time to read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.



Purpose of the research:

We are a research team led by two academics based at Princeton University, Joan Ricart-Huguet and Professor Elizabeth Levy Paluck. We are interested in knowing more about the life of students of Makerere and about your background. We also want to know more about your beliefs and interests in general, including economics, politics, and social activities on campus.

Study Procedure:

During this study, there will be no video, audio, taping or photos taken. Your total expected time commitment for this study is approximately 30 minutes.

Benefit and Risk:

There are no foreseeable risks from participating in this research. However, we hope after the project is completed you, your Makerere peers, academic researchers and beyond will gain new insights into the environment on campus.

Confidentiality:

All records from this study will be kept confidential. Your responses will be kept private, and we will not include any identifying information in any report we might publish. Research records will be stored securely in a locked cabinet and/or on password-protected computers. The research team will be the only party that will have access to your data.

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I understand the information that was presented and that:

- A. My participation is voluntary, and I may withdraw my consent and discontinue participation in the project at any time. My refusal to participate will not result in any penalty.
- B. By signing this agreement, I do not waive any legal rights or release Princeton University, its agents, or you from liability for negligence.

I hereby give my consent to be the subject of your research.

Signature _____

Date _____

Please refer to this sheet in case you have any questions about this research project.

1. If you have questions regarding this research study, please contact the researchers:

Joan Ricart-Huguet
Email: jricart@princeton.edu
Phone: +256 775120060
+1 347 880 0128

Professor Elizabeth Levy Paluck
Email: epaluck@princeton.edu
Phone: +1 609-258-9730

2. If you have questions regarding your rights as a research subject, or if problems arise which you do not feel you can discuss with the Investigator, please contact the Institutional Review Board at:

Office of Research Integrity and Assurance
Compliance Administrator, Princeton University
Email: irb@princeton.edu
Phone: (609) 258-0885

INSTRUCTIONS

Throughout the survey please circle the number of the answer you wish to provide.

Example: Do you like dogs?
① Yes 2. No

In some questions you will be asked to tick the correct box.

Example: What do you do after class?
☒ Study ☐ Sports ☒ Hang out with friends

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Let us start by asking you a little bit about yourself

Q1. What is your gender?

1. Male 2. Female 3. Prefer not to answer

Q2. How old are you? _____ years old

Q3. What is your country of citizenship?

1. Uganda 2. Kenya 3. Tanzania
4. South Sudan 5. Rwanda 6. Other: _____ 7. Prefer not to answer

Q4. If you are Ugandan, in what district were you born? _____

Q5. What is the language that you speak the majority of time with your family?

1. Acholi 2. Alur 3. Ateso 4. English
5. Japadhola 6. Langi 7. Luganda 8. Lugbara
9. Lugisu 10. Lugwere 11. Lukiga 12. Lunyankole
13. Lunyoro 14. Lusoga 15. Lutooro 16. Swahili
17. Other: _____ 18. Prefer not to answer

Q6. What is the highest educational level your father received?

1. No schooling 2. Some years in primary school
3. Primary school 4. Some years in secondary school
5. Finished secondary school 6. Some years or finished tertiary education
7. Some years or finished university 8. Don't know 9. Prefer not to answer

Q7. What is the highest educational level your mother received?

1. No schooling 2. Some years in primary school
3. Primary school 4. Some years in secondary school
5. Finished secondary school 6. Some years or finished tertiary education
7. Some years or finished university 8. Don't know 9. Prefer not to answer

Q8. What year of your studies are you in?

1. First year 2. Second year 3. Third year 4. Fourth year 5. Fifth year

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Q9. Do your parents or guardians possess the following goods in good working condition?

	Yes	No	Prefer not to answer
A. A car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. A motorbike	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. A personal computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. A generator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q10. How do you think your family's economic situation compares to the families of your fellow students here at Makerere? Would you say that your family has:

1. Much more (than the families of other Makerere students)	2. A bit more	3. About the same	4. A little less	5. Much less	6. Don't know yet	7. Prefer not to answer
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Q11. Are you a private student or a government-sponsored student?

1. Private 2. Government 3. Prefer not to answer

Q12. How many points did you obtain in the Uganda Advanced Certificate of Education?

Your A-levels: _____ points out of _____

Q13. In what College are you enrolled?

1. Agricultural Sciences & Environmental Sciences 2. Business & Management Sciences
3. Computing & Information Sciences 4. Education & External Studies
5. Engineering, Design, Art & Technology 6. Health Sciences
7. Humanities & Social Sciences 8. Natural Sciences
9. Veterinary Medicine, Animal Resources & Biodiversity 10. Law 11. Prefer not to answer

Q14. What is your religion?

1. Anglican 2. Born again 3. Catholic
4. Muslim 5. Pentecostal 6. Protestant
7. Seventh Day Adventist 8. Traditional 9. Other: _____
10. None 11. Prefer not to answer

Q15. Please finish this statement: *Being Ugandan is...*

1. The most important part of who I am	2. A very important part of who I am	3. Part of who I am, among other identities	4. Part of who I am, but other identities are more important	5. Not a relevant part of who I am	6. Prefer not to answer
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Q16. What ethnic group do you belong to?

- | | | | |
|------------|-------------|------------------|--------------------------|
| 1. Acholi | 2. Alur | 3. Baganda | 4. Bagisu |
| 5. Bagwere | 6. Bakiga | 7. Banyankole | 8. Basoga |
| 9. Batooro | 10. Bunyoro | 11. Iteso | 12. Japodhola |
| 13. Langi | 14. Lugbara | 15. Other: _____ | 16. Prefer not to answer |

Q17. Please finish this statement: Being part of my ethnic group is...

1. The most important part of who I am	2. A very important part of who I am	3. Part of who I am, among other identities	4. Part of who I am, but other identities are more important	5. Not a relevant part of who I am	6. Prefer not to answer
--	--------------------------------------	---	--	------------------------------------	-------------------------

Q18. Which statement best reflects your feelings about your identity?

1. I feel only Ugandan	2. I feel more Ugandan than a member of my ethnic group	3. I feel equally Ugandan and a member of my ethnic group	4. I feel more a member of my ethnic group than Ugandan	5. I feel only a member of my ethnic group	6. Prefer not to answer
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The remaining part of the survey will cover different topics of interest, such as educational performance, life on campus, politics and economics. Remember that no other students will know your answers, so enjoy these questions!

Q19. What is your cumulative grade point average or CGPA? Please write a number _____

Q20. How often have you asked a question in class this semester?

- | | | |
|------------------------------------|-----------------------------------|-------------------------|
| 1. I do not ask questions in class | 2. Once or twice | 3. Sometimes |
| 4. Often | 5. In every or almost every class | 6. Prefer not to answer |

Q21. Do you think it is sometimes useful to interrupt a lecturer in class to ask a question?

- | | | |
|--------|-------|-------------------------|
| 1. Yes | 2. No | 3. Prefer not to answer |
|--------|-------|-------------------------|

Q22. What percentage of RESIDENTS IN YOUR HALL are noisy or rowdy during lectures?

1. Almost nobody	2. A few people	3. About 25%	4. About 50%	5. About 75%	6. Almost everyone	7. Prefer not to answer
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Q23. What percentage of RESIDENTS IN YOUR HALL study hard?

1. Almost nobody	2. A few people	3. About 25%	4. About 50%	5. About 75%	6. Almost everyone	7. Prefer not to answer
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Q24. Some students share lecture notes while others do not. This academic year, approximately how many times have you shared your lecture notes with a student from your Hall? Please write a number _____

Q25. If somebody in your Hall is accused of academic misconduct, what is your first reaction?

- | | | |
|----------------------|-----------------------------|-----------------------|
| 1. Trust the student | 2. Trust the administration | 3. Don't trust either |
| 4. Don't know | 5. Prefer not to answer | |

Now, we would like to ask you some questions about your living situation

Q26. As you know, sometimes students trade Halls or live in a Hall they are not attached to. To what Hall of Residence were you attached when you FIRST came to Makerere?

- | | | | |
|--------------------|--------------------------|----------------|-------------|
| 1. Africa | 2. Complex | 3. Livingstone | 4. Lumumba |
| 5. Mary Stuart | 6. Mitchell | 7. Nkrumah | 8. Neibirwa |
| 9. University Hall | 10. Prefer not to answer | | |

Q27. Do you think you were attached to the Hall that suited you best when you first came to Makerere?

- | | | | | |
|---------------|---------------|-----------|--------|-------------------------|
| 1. Not at all | 2. Likely not | 3. Likely | 4. Yes | 5. Prefer not to answer |
|---------------|---------------|-----------|--------|-------------------------|

Q28. In what Hall do you currently reside?

- | | | | |
|--------------------|--------------------------|----------------|-------------|
| 1. Africa | 2. Complex | 3. Livingstone | 4. Lumumba |
| 5. Mary Stuart | 6. Mitchell | 7. Nkrumah | 8. Neibirwa |
| 9. University Hall | 10. Prefer not to answer | | |

Q29. If you switched Halls after you were assigned, what was the reason for switching?

- I did not switch halls
- Location of the new Hall – closer to my College, to main gate, or to another location of interest
- Friends or family – some of my friends or family were in the Hall I switched to
- Living conditions – the Hall I switched to was cleaner, rooms were larger, etc.
- My Hall of attachment was full
- The Hall I switched to has a culture I identify more with
- Other: _____
- Prefer not to answer

Q30. How many roommates do you have? Please write a number _____

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The following questions ask you to make economic decisions!

Q31. Suppose there are some scholarships available to finance freshers for next year. Either of 2 programs will be implemented, but you are NOT eligible for either:

- Program A is able to finance 10 STUDENTS IN YOUR HALL
- Program B is able to finance 20 STUDENTS IN ALL NINE HALLS

→How much do you support program A or program B?

1. Strongly support program A	2. Support program A	3. Support program B	4. Strongly support program B	5. Prefer not to answer
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Q32. Suppose you have to choose between two sure offers: Which sure offer would you prefer?

- A payment of 50,000ugx now
- A payment of 70,000ugx in a WEEK from now
- Prefer not to answer

Q33. Suppose you have to choose between two sure offers: Which sure offer would you prefer?

- A payment of 50,000ugx now
- A payment of 90,000ugx in a MONTH from now
- Prefer not to answer

Q34. If you had 1 million shillings to distribute for the improvement of Africa or Makerere, what percentage would you give to Africa and what percentage would you give to Makerere?

(enter a percentage between 0% and 100%; the two percentages should add up to 100%)

Africa _____% Makerere _____%

Q34a. Now, if you had 1 million shillings to distribute for the improvement of Livingstone or Makerere, what percentage would you give to Livingstone and what percentage would you give to Makerere?

(enter a percentage between 0% and 100%; the two percentages should add up to 100%)

Livingstone _____% Makerere _____%

Q35. Approximately how many shirts/tops have you bought this academic year? Please write a number _____

Q36. Approximately how many books (not including notebooks or exercise books) have you bought this academic year? Please write a number _____

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We would also like to know your opinions on campus issues and on politics!

Q37. How much do you trust each of the following groups of people?

	I do not trust them at all	I trust them a little bit	I trust them somewhat	I trust them a lot	Prefer not to answer
A. Africa residents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2. Livingstone residents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Makerere students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Makerere police force	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. The Dean of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. The Vice-Chancellor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q38. Students sometimes take action to address political issues on campus or in Uganda more generally. Please answer whether you have done any of these things, whether you might do it or would never do it under any circumstances.

	I have not done it and I would never do it	I have not done it but I might in the future	I have done it once	I have done it more than once	Prefer not to answer
A. Signing a petition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Attending a peaceful demonstration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Joining a strike	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Helping to organize a petition, a demonstration or a strike	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q39. Do you belong to the following clubs or associations at Makerere? Circle all that apply, notice that one organization might include more than one category.

- | | |
|---|--------------------------|
| 1. A religious group or fellowship | 2. An ethnic association |
| 3. An association related to my Hall of Residence | 4. Prefer not to answer |

Q40. To how many clubs or associations do you belong at Makerere? Please write a number _____

Q41. How much do you agree with statement 1 or statement 2?

- Statement 1: Makerere should be able to limit student protests.
- Statement 2: Makerere should NOT be able to limit student protests.

1. Strongly agree with statement 1	2. Agree with statement 1	3. Agree with statement 2	4. Strongly agree with statement 2	5. Prefer not to answer
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Q42. How much do you agree with statement 1 or statement 2?

- Statement 1: The Dean of Students should mainly be accountable to the Vice Chancellor and the Administration of Makerere.
- Statement 2: The Dean of Students should mainly be accountable to the students.

1. Strongly agree with statement 1	2. Agree with statement 1	3. Agree with statement 2	4. Strongly agree with statement 2	5. Prefer not to answer
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Q43. How much do you support or oppose Uganda's "miniskirt ban"? This ban was part of the original Anti-Pornography bill, specifying that women should not wear dresses above their knees.

1. Strongly support the ban	2. Support the ban	3. Neither support nor oppose	4. Oppose the ban	5. Strongly oppose the ban	6. Prefer not to answer
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Q44. Uganda's Marriage and Divorce Act contains many different issues. How much do you support or oppose each of the following provisions in this Act?

	Strongly approve	Approve	Neither approve nor disapprove	Disapprove	Strongly disapprove	Prefer not to answer
A. Banning the bride wealth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Granting women rights over their husband's income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. The "marital rape" clause, which supports women's right to refuse sex with their husband	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q45. How much do you prefer option 1 or option 2?

- Option 1: Low levels of taxation and have families pay for private school if they do not want the government schools.
- Option 2: Increase levels of taxation so that we can have better government schools.

1. Strongly agree with option 1	2. Agree with option 1	3. Agree with option 2	4. Strongly agree with option 2	5. Prefer not to answer
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Q46. How much do you agree with statement 1 or statement 2?

- Statement 1: Districts where oil is produced should get a large share of the profits.
- Statement 2: Profits from oil should be divided across all districts in Uganda equally.

1. Strongly agree with statement 1	2. Agree with statement 1	3. Agree with statement 2	4. Strongly agree with statement 2	5. Prefer not to answer
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Q47. How much do you agree with statement 1 or statement 2?

- Statement 1: The government should not be telling adults with whom they can and cannot have consensual sex.
- Statement 2: The government should outlaw homosexuality and punish severely those practicing same sex, even if conducted in consent.

1. Strongly agree with statement 1	2. Agree with statement 1	3. Agree with statement 2	4. Strongly agree with statement 2	5. Prefer not to answer
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Q48. Which statement do you prefer the most? A Uganda where...

- Most decisions are taken by the national government. That is how Uganda is currently organized.
- Regions have administrative power but most decisions are still taken by the national government.
- Regions have political power. This could be a federal Uganda where some decisions are taken by the national government and others by regional governments.
- Regions have political power and where the national government allows regions the option of full autonomy or secession from Uganda.
- Prefer not to answer

Q49. How democratic is Uganda today? Choose a number on a scale of 1 to 7, where 1 means Uganda is "not at all democratic" and 7 means it is "completely democratic".

1 (not at all democratic)	2	3	4	5	6	7 (completely democratic)	Prefer not to answer
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Q50. We are going to describe three types of political systems and ask what you think about each as a way of governing Uganda.

	Very good	Good	Neither good nor bad	Bad	Very bad	Prefer not to answer
A. A strong leader who is not limited by parliament and elections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Experts, not government, who make decisions according to what they think is best for the country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Having the army rule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q51. How closely do YOU follow Ugandan politics?

1. Very closely 2. Closely 3. Somewhat closely 4. Not closely 5. Prefer not to answer

Q52. What about students in your Hall? How closely do STUDENTS IN YOUR HALL follow Ugandan politics?

1. Very closely 2. Closely 3. Somewhat closely 4. Not closely 5. Prefer not to answer

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Q53. Which political party do you support?

- Conservative Party (CP)
- Democratic Party (DP)
- Forum for Democratic Change (FDC)
- Justice Forum (JEEMA)
- National Resistance Movement (NRM)
- People's Progressive Party (PPP)
- Social Democratic Party (SDP)
- Uganda Federal Alliance (UFA)
- Uganda People's Congress (UPC)
- People's Development Party (PDP)
- None
- Other: _____
- Prefer not to answer

Q54. Are you a member of that party?

1. Yes 2. No 3. I do not support any party 4. Prefer not to answer

Q55. Do YOU approve or disapprove of the following?

	Strongly approve	Approve	Neither approve nor disapprove	Disapprove	Strongly disapprove	Prefer not to answer
A. Uganda's President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The National Resistance Movement (NRM)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. The Forum for Democratic Change (FDC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q56. What about students in your Hall? Do STUDENTS IN YOUR HALL approve or disapprove of the following?

	Strongly approve	Approve	Neither approve nor disapprove	Disapprove	Strongly disapprove	Prefer not to answer
A. Uganda's President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The National Resistance Movement (NRM)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. The Forum for Democratic Change (FDC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q57. Should the Ugandan government do more to foster pan-Africanism?

1. No, not at all	2. No	3. I am indifferent	4. Yes	5. Yes, absolutely	6. Don't know	7. Prefer not to answer
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Q58. What is the name of Uganda's Minister of Local Government? Please do not ask anyone else for an answer; it is perfectly OK if you do not know the answer.

1. Name: _____ 2. I don't know 3. Prefer not to answer

at:

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We are almost done, these are some questions about your Hall, social life and leadership!

Q59. How strong or weak do you think is the culture of your Hall?

1. Very strong	2. Strong	3. Neither weak nor strong	4. Weak	5. Very weak	6. My Hall has no culture	7. Prefer not to answer
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Q60. Do you think your Hall leadership actively promotes the culture of your Hall?

1. No, not at all	2. No	3. Yes	4. Yes, absolutely	5. Prefer not to answer
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Q61. Have you ever run to be a member of your Hall leadership in any capacity?

1. Yes 2. No 3. Prefer not to answer

Q62. Please finish this statement: *Being a Makerere student is...*

1. The most important part of who I am	2. A very important part of who I am	3. Part of who I am, among other identities	4. Part of who I am, but other identities are more important	5. Not a relevant part of who I am	6. Prefer not to answer
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Q63. Please finish this statement: *Being a resident of Africa is...*

1. The most important part of who I am	2. A very important part of who I am	3. Part of who I am, among other identities	4. Part of who I am, but other identities are more important	5. Not a relevant part of who I am	6. Prefer not to answer
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Q64. Which of the following statements best expresses your feelings?

1. I feel I am a Makerere student and I do not feel identified with Africa	2. I feel more a Makerere student than a member of Africa	3. I feel equally a Makerere student and a member of Africa	4. I feel more a member of Africa than a Makerere student	5. I feel only a member of Africa and I do not feel identified with Makerere	6. Prefer not to answer
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Q65. How many times a week do you read announcements about events in your Hall? Please write a number _____

Q66. How often have you attended the following since you joined Makerere?

	Never or almost never	Rarely	Sometimes	Often	Always or almost always	Prefer not to answer
A. Hall leadership meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Hall social events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Morning jogging with your Hall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

at:

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Q67. How many times have you suffered theft of your property IN YOUR HALL this year?
Please write a number _____

Q68. How would OTHER STUDENTS on campus describe you, in terms of your status on campus? Would they say YOU are:

1. A very high status kind of student (in terms of money, education, and family)
2. A high status student
3. A middle status student
4. A student from a modest background
5. A student from a very modest background (in terms of money, education, and family)
6. I don't know
7. *Prefer not to answer*

Q69. How much do you agree with the following statement: "To succeed at Makerere, it is important for all the students at my Hall to like me and respect me."

1. Strongly agree	2. Agree	3. Neither agree nor disagree	4. Disagree	5. Strongly disagree	6. I don't know	7. <i>Prefer not to answer</i>
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Q70. On average, how many hours do you spend IN YOUR HALL per day? Please write a number (e.g. 0.5 hours, or 4 hours) _____

Q71. How many people in your Hall like to dress smart?

1. Almost nobody	2. A few people	3. About 25%	4. About 50%	5. About 75%	6. Almost everyone	7. <i>Prefer not to answer</i>
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Q72. Please circle all of the things you like to do with your friends while you are relaxing.

1. Drink alcohol
2. Drink juice or non-alcoholic drinks
3. Listen to music
4. Watch TV or movies
5. Play sport. If so, what sport do you play most?
6. Watch sport; if so, which team do you support?
7. Discuss politics of Uganda
8. Discuss family
9. Discuss celebrities
10. Talk about religion, worship, or prayer
11. Surf the internet (Facebook, Badu, etc.)
12. Shopping
13. Other: _____
14. *Prefer not to answer*

Q73. Do you currently have a special male or female friend?

1. Yes
2. No, I am single and searching
3. No, I am single and not searching
4. *Prefer not to answer*

Q74. Some students are sexually active while others are not. How often do you engage in sexual relations?

1. More than once a week
2. Once a week
3. More than once a month
4. Once a month
5. Less than once a month
6. Never
7. *Prefer not to answer*

at:

13

Q75. If you are sexually active, do you or your partner use contraceptives (condoms, pills)?

1. Always
2. Often
3. Sometimes
4. Rarely
5. Never
6. I am not sexually active
7. *Prefer not to answer*

Q76. Which one of the female and male halls on campus would you say:

	FEMALE Hall	MALE Hall
A. is the most socially active on campus (parties, social events, etc.)		
B. is the most involved in campus politics		
C. is the most focused on academic success		
D. dresses smart the most		
E. is the most polite and respectful towards other Makerere students		

Q77. Choose one word to describe students in each of the halls at Makerere:

Africa: _____ Complex: _____ Livingstone: _____
Lumumba: _____ Mary Stuart: _____ Mitchell: _____
Nkurumah: _____ Nalibwa: _____ University Hall: _____

Thank you! Let's finish with some questions about character and personality.

Q78. How important is it for you to be a leader in each of the following?

	Very Important	Important	Not Important	Not at all Important	<i>Prefer not to answer</i>
A. Social life on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Campus politics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Academic success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q79. I am: (tick a response for each characteristic)

	Disagree strongly	Disagree	Disagree a little	Agree a little	Agree	Agree strongly	<i>Prefer not to answer</i>
A. Talkative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Clever, I think a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. A bit disorganized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Always calm in tense situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Cooperative; I go along with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

at:

14

Q80. RESIDENTS IN MY HALL are:

	Not at all	Not that much	A little bit	Somewhat	Very	Extremely	<i>Prefer not to answer</i>
Academic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dignified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gentlemen/Ladylike	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Humble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ladylike	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Noisy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outgoing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respectful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stubborn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vibrant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q81. Finally, how many people were in the room when you answered this survey?
Please write a number _____

Thank you very much for completing this survey! Please enter your contact information to win one of the many t-shirts like the one our team member showed you! Sharing your information also allows you to participate in an interesting activity we will conduct in your hall next week, and you will be compensated for participating!

Your name: _____

Your Makerere registration number: _____

Your cell phone: _____

at:

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	A	B	C	D	E	F	G
1	Pre-Analysis Plan (PAP)	When the Sorting Hat Sorts Randomly: A Natural Experiment on Culture	Survey Qs	Implementation	Other comments	Tables	Figures
2							
3	Treatment	The "cultural experience" of living in one of nine Halls of Residence at Makerere University. Hall residence is randomly assigned (see below). No pure control. Intensity or strength of group culture varies by Hall.					
4	Design and sample	All students at Makerere are randomly assigned to be affiliated with one of 9 residence halls before they arrive to campus. A computer scientist at Makerere runs the JavaScript that randomly assigns the students. There are 30,000 students at the university in total, and all of them are assigned to one of the halls, although only about 15% of all Makerere students physically reside in the halls. Government students of a certain major who are on scholarship (~ 10% of all students) are required to live in the Halls (see below for detail). This group comprises the sample where our causal identification is strongest, and our first analyses focus on how assignment to a particular hall culture changes their characteristics.* The remaining students who physically reside in the halls are "private" students (who pay their own tuition), who can apply to reside in their randomly-assigned Hall instead of living off campus, as the majority do (~ 85% of Makerere students reside in off-campus locations--a small percentage of these students are government students whose majors did not qualify them to reside in the hall). Our second analyses will include the full population of hall residents, both private and government residents. In sum, our first set of analyses will compare students who are randomly assigned to reside in a hall and have no choice but to do so (the government students), and a second set of analyses will include the students who decided to reside in their randomly-assigned hall. *Note that the hall culture treatment embeds exposure to private students who also reside there, who had a choice of whether in their assigned hall or off campus.		We focus our analysis on government students because of their high compliance with treatment assignment. We limit the extent of the "second analyses" and we only include "the full population of hall residents" in Appendix C.4. The results for all residents tend to be more in line with our hypothesis, but there is some self-selection among private students and thus we cannot trust the results as much.	Based on our data, the share of government students is not 2/3 of hall residents but is closer to 1/2.		
5	Measurement	Baseline and endline surveys, including self-report paper surveys and behavioral games. The baseline survey will be conducted right upon the arrival of freshmen on campus before they are treated with their Hall assignment. The endline surveys and behavioral games will be collected from students of all years of school (first through fifth year) at the end of the Spring semester between Culture Week (April) and final exams (May)		Implemented			
6	Eligibility criteria for participation	Determined strictly by proof of physical residence in one of the nine halls, non-residents not allowed to participate. In the baseline survey, only freshmen were invited to participate.		Implemented	To determine proof of residence, enumerators asked residents to show them their hall ID.		

	A	B	C	D	E	F	G
7	General analysis plan	Analyses deal with two types of non-compliance with random assignment. The first is never-living in the halls: private school students can choose not to live there, which makes government students, who are required to live there, the best-identified subpopulation. Solution: Focus on subpopulation of government students for primary analyses. The primary analysis will pool all ages of government students and will take the form: $\text{reg } Y_i.T*B_i.T*B_{\text{miss},i}.T*Z^*$ if $\text{gov} = 1$ & $\text{gender} = G$; where Y is the outcome measured at endline, $T = 1$ for the particular hall/solidarity and 0 otherwise, B is the mean-centered baseline measure of Y , B_{miss} is a mean-centered variable indicating missing values in the baseline for non-freshman students and freshman students who did not complete the baseline, and Z^* is a list of mean-centered covariates and mean-centered indicators for missingness, namely $q2$ (age), $i.q8$ (year in school), and $q16$ (ethnicity). Treatment interactions are included to improve precision (Lin, 2013). Analyses will be completed separately for male and female halls. p values will be calculated by randomization inference to test against the sharp null hypothesis of no effect. The second type of non-compliance is switching halls: this is forbidden, but it does happen. The primary analysis will be repeated as a TOT, using random assignment to hall as an instrument for self-reported treatment takeup (a compilation of variables $q28$ and $q29$, which are self-reported indicators of current residence and of switching halls).		We focus our analysis on government students to reduce problems of non-compliance and missingness. Our final analysis uses standard OLS with controls (with additional checks and specifications such as ITT in the appendix). Specifically, they are of the form $Y_i.T.Z$ if $\text{gov}=1$ & $\text{gender} = G$.	We conducted the baseline survey as described in the PAP, but we realized that there are very few government freshmen per hall ($n < 50$), fewer than we expected prior to conducting the baseline survey. We have very little power if we compare baseline freshmen vs. endline freshmen - ideally we would have conducted four waves of baseline and endline surveys to analyze the data following a difference-in-differences design. Logistical and budgetary constraints made this approach unfeasible. This is why we default to OLS regressions with a battery of controls given that we do not have a baseline for non-freshmen.		
8	Dates of data collection	Pilot: April 2014. Baseline: August 2014. Endline: April-May 2015		Implemented			
9	Compliance and pre-treatment balance	Actual place of residence compared to initial hall assignment. Additionally, pre-treatment covariates (region of origin, parental education, age, etc.) should be balanced across Halls for government students. We will separately test whether covariates are balanced across halls for private students--imbalance will suggest that private students have selected to live on campus in their halls differentially.		Implemented			
10							
11	Notation for comparisons:						
12	List of male halls of residence	Livingstone, Lumumba, Mitchell, Nkrumah, Nsibirwa and University Hall (also called UH)		We survey all halls but our analysis focuses on the four that are culturally distinctive (Livingstone, Lumumba, Africa, Mary Stuart). Fieldwork subsequent to the PAP submission revealed that the other five halls do not actually have distinctive cultures today.	See section 3.1 in the article.		
13	List of female halls of residence	Africa, Complex, Mary Stuart (also called Box)					
14	List of "solidarities" between halls	Afrostone (Africa and Livingstone), Lumbox (Lumumba and Mary Stuart/Box), Mitchell and Complex (Mitchell)					
15	Government vs. Private students	Government students have no choice about living outside of the hall; private students are also randomly assigned to a hall but can choose whether to reside in the hall or off-campus					
16	Primary questions						
17	<i>Does random assignment to hall affect a student's....</i>						
18	1. Academics	Study-social leisure trade-off, educational performance? Does the degree to which a Hall values academic focus vs. social activism affect a student's behavior?		Implemented	See rows 43-45		
19	2. Economics	Consumption, time discounting, choice of public vs. club goods?		Implemented	See rows 48-50		

	A	B	C	D	E	F	G
20	3. Campus politics and activism	Political attitudes and ideology? Does the degree to which a Hall is politically and socially active on campus affect political attitudes, behavior and ideology of the individual? Some Halls are prominent for their activism (Lumumba Hall) while others are notable for their lack of activism (Livingstone Hall).		Implemented. We should have distinguished here between campus affairs/politics and national affairs/politics as two different types of outcomes because we learned subsequently that these two domains are much more separate than we initially believed	See rows 53-57.		
21	4. Psychology and public health	Psychological and behavior adaptation? Does hall assignment affect how students describe themselves and their own peers? Does hall assignment affect confidence and the perception of leadership abilities? Does assignment affect sexual and public health behaviors (e.g. use of condoms)?		Implemented	See rows 60-66		
22	5. Sociality	Socialization in the hall and on campus?		Implemented	See rows 69-72		
23							
24	Secondary questions						
25	Do private students differentially select into the halls (by deciding to live on campus, conditional on their personal characteristics and the characteristics of the hall)?	Test for selection into halls, based on the characteristics of private students at baseline. Some hall cultures may be differentially attracting private students -- for example, richer private students may opt at higher rates to live in the relatively well-kept halls of Livingstone or Africa rather than off-campus, whereas they would opt to live off-campus had they been assigned to the less well-maintained Nsibirwa or Nkrumah halls. From interviews, we also know that some private students choose (or their parents encourage them) to live in their hall of attachment if a friend, older sibling or relative lives or lived there. These are ways in which private students might exert non-randomized influence on government students of their hall. It is important to understand whether there are significant differences between the private students who select into the halls. To understand private student selection into the halls, we will use all available baseline variables for private freshmen students, for whom we have pre-treatment data but few observations (n < 40 per hall), and the socioeconomic characteristics (e.g. parental wealth, region of origin) of private students for all years, where (n > 100 per hall). Selection into halls will be characterized descriptively by all variables that significantly differ in a joint F test comparing same-sex halls, with penalization for multiple comparisons.		We focus on government students to reduce compliance concerns, as discussed above, and we do not conduct these exercises. However, Appendix C reports the covariate balance for government students and then for all students (government and private).	We detect more imbalances when we consider all students, consistent with our concerns in the PAP.		
26	How are private students of all years and ages characterized by hall?	Similarly, we can characterize differences between private students in each hall, using data from private students of all ages. This analysis helps us to characterize the peer cultural environment for the randomized government students and for the private students themselves		See cell above	This analysis would have been potentially interesting analysis but we considered it of secondary importance to presenting the main results and mechanisms		
27	Moderators: individual level	Identity, individual leadership, trust, altruism: Does a student's individual characteristics, such as ethnic identification, leadership qualities, trust in school administration, altruism, and other personality traits moderate the extent to which they are changed by random assignment to a hall?		Implemented	We consider hall/ethnic identification, generosity/altruism, and trust to be important outcomes in their own right rather than mere moderators as the PAP describes		

	A	B	C	D	E	F	G
28	Moderators: hall level	Does the overall level of solidarity and group cohesion in each hall moderate student outcomes? Are effects stronger for people randomly assigned to more roommates (q31) vs. fewer roommates (because of more vs. less interaction and exposure to hall culture)		Implemented	Group/social cohesion remains our central mechanism		
29							
30	Survey data						
31	Numbers below refer to survey item numbers						
32		Hypotheses					
33	Covariates included in standard outcome regressions						
34	age, gender, year of studies	We expect balance in those covariates across same-gender halls for government and private students at baseline	q1 q2	Implemented		A.29-A.32	
35	ethnic identity	We expect balance for government and private students at baseline in those covariates across same-gender halls. The ethnic identity variable will likely be recoded to include dummies for the most common ethnic groups, with a category for "other"	q16	Implemented		A.29-A.32	
36							
37	Characteristics on which we will test for balance among halls (for gov students and for private students)						
38	country, language, ethnicity, religion	We expect balance in those covariates across same-gender halls for government and private students at baseline	q3 q4 q5 q14 q16	Implemented		A.29-A.32	
39	household characteristics	We expect balance for government students at baseline. Imbalance could arise from a set of private students, namely privileged students whose parents are powerful and/or alumni (and hence are aware of campus life) and who are trying to find them a spot sometimes in Africa and Livingstone because of their "more conducive study environment" (they are the quietest halls for each gender), or sometimes in the hall they resided when they were students.	q6 q7 q9 q10	Implemented		A.29-A.32	
40	individual educational characteristics	We expect balance for government students at baseline, slight imbalance could arise (see explanation in household characteristics)	q12 q13	Implemented		A.29-A.32	
41							
42	For question 1: academics						
43	Academic achievements	Among the four main halls, Africa and Livingstone Halls should perform the highest, as measured by CGPA	q19	Implemented		A.6, A.14	
44	Academic practices	Among the four main halls, Lumumba students should participate more in class than any other hall because of their outspoken character. The lowest participation should be in Africa because of their reserved and quiet character. Afrystone should report studying the hardest but Lumbox to share the most notes because of their presumably higher group cohesion and hall identity	q20 q23 q24 q36	Implemented		A.6, A.14	
45	Academic values	Among all halls, Lumbox should be more willing to interrupt and report rowdy students. Afrystone students should be the least inclined to interrupt. Lumumba should be the most trusting of their hall peers in cases of academic misconduct, followed by Mary Stuart and Afrystone.	q21 q22 q25	Implemented		3, A.14	
46							
47	For question 2: economics						
48	Public vs. club goods	Among all halls, Lumbox students should be more likely to favor Program A and give a higher share to their own hall's improvement	q31 q34 q34a	Implemented		4	
49	Temporal discounting	Among all halls, Lumbox should be the least patient. Afrystone should be the most patient.	q32 q33	Implemented		5, A.17	

	A	B	C	D	E	F	G
50	Consumption	Unclear prediction for consumption: to the extent that consumption is affected by social life and dating, Lumumba and Africa residents may consume more, but to the extent that consumption patterns are driven more by a motive to keep up respectable appearances as gentlemen and ladies, Africa and Livingstone might consume more. Exploratory comparison	q35	Implemented	-		
51							
52	For question 3: campus politics and activism						
53	Campus activism and campus politics	Among all halls, Lumumba should be more likely to engage in campus activism and campus politics and more critical and less trusting of campus authorities. Involvement should be lowest in Afrostone. Lumumbais more supportive/pro-student, however students in this hall may be antagonized if they are not "pro-strike"	q38 q41 q42	Implemented	A.1		
54	Political ideology and political systems	Among all halls, Lumumba should be more anti-militaristic (given its anti-Amin history). We do not expect other differences in ideology at the hall level since halls currently refrain from political indoctrination. Questions 43 to 48 are to be used in a different research project on ideology, not on the effects of hall culture.	q43 q44 q45 q46 q47 q48 q49 q50	Implemented	-		
55	Political interest and information	There should be little differences in political interest and information at the national level, with perhaps Lumumba being the most interested and informed among all halls	q51 q52 q58	Implemented	A.2		
56	Partisanship and political behavior	Among all halls, Lumumba (and previously Northcote Hall) was historically an anti-NRM/anti-government hall and Mitchell a pro-FDC hall, and these may be the sources of differences between those 2 halls and the rest of the halls	q53 q54	Implemented	A.2		
57	Ugandan politics	Among all halls, Lumbox should be more critical of Ugandan politics and more pan-Africanist given their culture and demonym (Lumumbists).	q55 q56 q57	Implemented	A.2		
58							
59	For question 4: values, psychology and public health						
60	Trust	Among all halls, Lumbox should trust the in-group (A and A2) the most, followed by Afrostone. Lumbox should trust D and E the least.	q37	Implemented	3		
61	Safety	Among all halls, theft should be lowest in Afrostone (because of self-imposed discipline) and in Lumumba (because of leadership-imposed discipline - does not carry over to Box). Theft should be higher in the other 6 halls	q67	Implemented	A.9		
62	Description of students in each hall	Convergence in Afrostone on the use of words such as gentle, ladylike, quiet, etc. whereas the convergence in Lumbox should be around noisy, rowdy, brave, outgoing, stubborn, vibrant, etc. The other 5 halls should converges much less around adjectives	q71 q77	Implemented	1		
63	Importance of leadership	Among the four main halls, Lumbox should give more importance to social/campus leadership than Afrostone; Afrostone more importance to academic leadership	q78	Implemented	-		
64	Personality	Among the four main halls, Afrostone calmer, less talkative, and more quiet than Lumbox. Other personality traits are exploratory, we do not have specific predictions.	q79 q80	Implemented	A.7	2	
65	Dating and sexual relationships	Lumumba should date more, have more sexual relationships and use more contraceptives than other male halls. Africa should have fewer sexual relationships and use fewer contraceptives than other female halls	q73 q74 q75	Implemented	-		

	A	B	C	D	E	F	G
66	Ethnic identity	Makerere presents two ideal types of halls: Lumbox (active, social) and Afrostone (passive, individualistic). In Lumbox, given their presumably higher social cohesion compared to Afrostone, we test the possibility that the distance between strength of identification with the hall and with the ethnic group is smaller than the distance between these types of identification in halls with weaker culture. This prediction is based on the idea that a strong hall identity may "crowd out" an ethnic identity. A countervailing idea is that a strong hall culture may promote higher pride in other identities, meaning that identification with one's ethnicity and with Makerere may be higher in Lumbox (and perhaps in Afrostone) compared to other halls.	q17 q18	Implemented		5	
67							
68	For question 5: sociality						
69	Membership in clubs	Small differences across halls. Among the four main halls, Lumbox should be the more active in clubs than Afrostone, and halls with no "solidarity" (Nkrumah, Nsibirwa and UH) should be the least active	q39 q40	Implemented		A.3	
70	Hall social life (events, time spent)	Among all halls, Lumbox should be the halls with highest attendance to hall events	q65 q66 q70	Implemented		6, A.8, A.9	
71	Social activities	Total number of activities (Lumbox is expected to participate in the most); no specific predictions made for which halls participate the most in particular activities.	q72	Implemented		A.3	
72	Hall description	Among female (male) halls, Mary Stuart (Lumumba) should be most socially active and involved in campus politics; Africa (Livingstone) the most academically focused, "dress smart" i.e. elegantly the most; and most polite and respectful	q76	Implemented		1	
73							
74	Moderators						
75							
76	1. Moderators: individual level						
77	Leadership	Students that have ever ran for hall leadership in Afrostone and Lumbox should approximate more the culture of these 4 halls	q61	Implemented		A.35, A.36	
78	Hall assignment and compliance	Compliance lowest in Lumumba (some might switch out because of the hall culture/environment) and Nsibirwa (because of the bad condition of the hall); compliance highes in Afrostone	q26 q28 q29	Implemented		A.19, A.20	
79	Hall and Makerere identities	The social cohesive ("strong") culture in Lumbox may lead to higher identification with the hall as well as with Makerere than in Afrostone, since being Lumumbists presumably means being leaders at Makerere and hence gaining pride in being Makerere leaders (e.g. in sayings such as "one Lumumbist equals 1,000 MUK students", "MUK is part of Lumumba"). On the other hand, the Gentleman/Lady culture of Afrostone is a much more passive and individualistic one than the active and pro-social culture of Lumbox, so we should expect lower levels of hall identification than Lumbox - while the difference in levels of identification with MUK might be just slightly higher in Lumbox than in Afrostone.	q27 q62 q63 q64	Implemented		5, A.9	
80	Individual status	Students with high status in their hall should score higher than other students in their hall on the dimensions that distinguish their hall from others (they will be "prototypes" of hall culture	q68	Implemented			
81	Importance of social success in the hall	Students with a stronger belief that "To succeed at Makerere, it is important for all the students at my Hall to like me and respect me" should score higher than other students in their hall on the dimensions that distinguish their hall from others (they will be "prototypes" of hall culture	q69	Implemented			

	A	B	C	D	E	F	G
82	Room interaction	Within a hall, hall-specific behaviors should be strong in larger rooms (excluding the hall leadership, which lives in single rooms), as there is more opportunity for within-hall peer influence	q30	Implemented	A.9		
83	2. Moderators: hall level	The predicted between-hall differences in outcomes above should be higher the stronger individuals believe the culture of their hall is (interaction between hall indicator and strength of hall culture)	q59 q60	Implemented	6		
84							
85							
86	Strength of hall culture						
87							
88	Behavioral games						
89							
90	Altruism - dictator game	Do halls affect the generosity of a student gives towards in-group and out-group members in behavioral games (dictator game)? Lumbox and Afrystone should be more generous towards their in-group because they have more defined cultures, higher group cohesion.	-	Implemented	4		
91	Strength of hall culture - public goods game	Do halls affect the degree of trust and solidarity among in-group members (public goods game) and the extent to which members donate to their hall? Lumbox should donate the most in public goods game; Nkrumah, Nsibirwa and UH the least. Lumbox, followed by Afrystone, should also donate the most to the group pot because of higher group identity cohesion	-	Implemented	A.4		
92	Public health	Afrystone should take the least condoms, Lumbox the most, others in between	-	Implemented	A.5		
93	Educational guide	Afrystone higher pick up than the rest, high pick up across halls since it is a low cost behavior	-	Implemented	A.5		