

GUIDED PRACTICE

Class: SOC 4402

Date assigned: September 2, 2019

Date due: September 16, 2019

Time estimate to complete this assignment: 1.5 hours

Overview/Introduction

This lesson is your introduction to the primary theories with which our course is concerned: Symbolic Interactionist Theory, Social Structure and Personality Theory, and Group Processes Theory. These three theories make up the majority of the perspectives within Sociology. It is important for Sociology majors to be able to identify and explain each theory, their differences, and how these three theories relate to each other. Many contemporary Sociologists use a combination of these. So, this chapter will help you with better understanding the peer-reviewed articles assigned in this course and other 4000 level Sociology courses. In sum, this chapter is the most important chapter in the entire textbook. This assignment is designed to introduce you and guide you through reading the chapter.

Learning Objectives

Basic objectives

1. Define Symbolic Interactionist Theory.
2. Define Social Structure and Personality Theory.
3. Define Group Processes Theory.
4. Paraphrase the above 3 theories.
5. Be able to distinguish the 3 theories.

Advanced objectives

1. Apply SI Theory to a new example.
2. Apply SSP Theory to a new example.
3. Apply GP Theory to a new example.
4. Clearly explain the value of each theory in relation to understanding social worlds.
5. Reflect on which theoretical perspective you align with most closely.

Preparatory Activities and Resources:

1. Get your textbook out and grab your note taking materials.
2. Read Chapter 5 in the Textbook.
3. Use the Notes Template to help you with note taking while reading.
4. Identify the definition(s) of Symbolic Interactionist Theory and write a paraphrased version. This theory is described in the first 1/3 of the chapter.
 - a. Make sure you understand who Mead, Cooley, Blumer, and Goffman are. Each of these theorists are important to the creation and development of SI theory. You need to be able to explain what part they played in that development as well as any specific sub-theories for which they are responsible.
5. Identify the definition(s) of Social Structure and Personality Theory and write a paraphrased version. This theory is described in the middle of the chapter.
 - a. Make sure you can identify and explain the difference between Social Structure and Personality Theory as compared to Structural Functionalism.
6. Identify the definition(s) of Group Processes Theory and write a paraphrased version. This theory is described in the last third of the chapter

7. Resources:
 - a. Textbook: Rohall, Milkie, Lucas (2013)
 - b. Additional Resources:
 - i. Internet Encyclopedia of Philosophy: George Herbert Mead
 1. <https://www.iep.utm.edu/mead/>
 - ii. IEP: Emile Durkheim (Structural Functionalism)
 1. <https://www.iep.utm.edu/durkheim/>
 - iii. IEP: Maurice Merleau-Ponty
 1. <https://www.iep.utm.edu/merleau/>
 - iv. IEP: Phenomenology
 1. <https://www.iep.utm.edu/phenom/>

Exercises: Please complete by September 16th.

- Bring your paraphrased definitions of the theories to class as your entry ticket to class.
- The submitted work should demonstrate your ability to complete the basic learning objectives.

Questions?

Please email me with questions or post to our course discussion board at least 3 days BEFORE the due date. Otherwise, I may not have enough time to respond before you need to submit the assignment. You are also welcome to come to office hours to ask questions.

ADVANCED PRACTICE

This is given for students to complete after the class meeting in which they work together.

Class: SOC 4402

Date assigned: September 16th

Date due: September 23rd

Time estimate to complete this assignment: 1.5 hours

Learning Objectives

Advanced objectives

1. Apply SI Theory to a new example.
2. Apply SSP Theory to a new example.
3. Apply GP Theory to a new example.
4. Clearly explain the value of each theory in relation to understanding social worlds.
5. Reflect on which theoretical perspective you align with most closely and explain why.

Activities & deliverables

1. Choose a new example that is different from the example your group selected in class. This example may not be from the textbook or any other assigned readings. Select an example from your own community or a news article. Try to select a controversy in which you are invested. Make sure to properly cite any outside sources if you use them.
2. Repeat the in-class activity on your own by explaining how a theorist from SI, SSP, and GP would think about the example situation. Each explanation should be approximately 1-2 paragraphs.
3. Explain what kinds of changes each theorist might recommend as potential solutions and why.
4. Reflect on which perspective you most closely align with. Explain why you prefer that theory in approximately 1-2 paragraphs.
5. Type your explanations and reflection. Submit to Blackboard by September 23rd.

Resources:

- Notes from class.
- Textbook: Rohall, Milkie, Lucas (2013)
- Additional Resources:
 - a. Internet Encyclopedia of Philosophy: George Herbert Mead
 - i. <https://www.iep.utm.edu/mead/>
 - b. IEP: Emile Durkheim (Structural Functionalism)
 - i. <https://www.iep.utm.edu/durkheim/>
 - c. IEP: Maurice Merleau-Ponty
 - i. <https://www.iep.utm.edu/merleau/>
 - d. IEP: Phenomenology
 - i. <https://www.iep.utm.edu/phenom/>

Questions?

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Flipped IN-CLASS Lesson Plan Template

Topic or concept:

Chapter 5: Symbolic Interactionist Theory, Social Structure & Personality Theory, Group Processes Theory

Basic objectives for preparatory work:

1. Identify the definitions of Symbolic Interactionist Theory.
2. Identify the definitions of Social Structure and Personality Theory.
3. Identify the definitions of Group Processes Theory.
4. Paraphrase the above 3 theories.

Advanced objectives for classwork & after class work:

1. Apply SI Theory to a new example.
2. Apply SSP Theory to a new example.
3. Apply GP Theory to a new example.

	Time planned	Activity and rationale	Resources needed
Beginning of class period	5 mins	<p><i>Kahoot! Quiz:</i> Multiple Choice Answers to identify the definitions of the 3 theories.</p> <p>Questions will be based on an analysis of scenarios framed by one of the 3 theoretical perspectives, thus students will have to be able to identify which theoretical position is being used simply by the way the scenario is framed and analyzed.</p> <p>This could also be done on powerpoint without Kahoot since the scenarios are quite long.</p>	<i>Device with Kahoot! App</i>

	Time planned	Activity and rationale	Resources needed
		<p>For example:</p> <p>Clifford Geertz (1972) makes the argument that Balinese cockfights are symbolic of Balinese masculinity based on the centrality of the cockfight betting system to the overall social structure as well as the specific methods of caring for and 'training' the roosters (i.e. special diets and grooming). This type of analysis is an example of __ . (SI)</p> <p>Horace Miner's (1954) article on the Body Rituals of the Nacirema explains the roles of witch doctors and holy mouth men within Nacirema society as central to maintaining personal hygiene and health despite relatively severe methods. According to Miner, their ability to maintain their centrality is at least partially dependent upon their status in Nacirema society. This type of analysis is an example of ____ . (SSP)</p> <p>There are 4 people assigned to the LA Homelessness Task Force for the LA City Council. Graciela Lopez, who is Chicana and identifies as lesbian, has a law degree from Stanford and is a public defender for LA County and fellow for the ACLU. Dylan Thomas, who is white, is the Deputy Mayor and former director of LA County Parks. Destiny Williams, who is African American, has the director of the non-profit People Assisting the Homeless for 15 years. Shannon Smith, who is a white female, grew up homeless, has been diagnosed with bi-polar disorder, and is currently enrolled in the UCLA Public Health Administration Master's Program. Despite having</p>	

	Time planned	Activity and rationale	Resources needed
		<p>the least relevant experience Dylan tends to dominate the conversations and as result the group followed his recommendations for their resolution draft. However, during the revision stage, Destiny and Graciela made a case for an addendum that Dylan disagreed with: allowing homeless people to use LA Parks restroom facilities freely without penalty for any hygiene needs and adding showers to important parks. ____ Theory would argue that Destiny and Graciela’s ability to successfully make this change depends on framing their goals as “in the best interest of the group” rather than trying to fight Dylan.</p> <p>(GP)</p>	
Middle of period	<i>Example: 30 mins</i>	<p>GROUP WORK (3-4 people).</p> <p>Write out the following on 3 separate sheets of paper, include all group member names:</p> <ol style="list-style-type: none"> 1. Using the assigned situation (1 of 4 scenarios created by Dr. Clarke and passed out as handouts). 2. Apply each theory to the selected example: <ol style="list-style-type: none"> a. Explain the example from the perspective of the SI theorists. b. Explain the example from the perspective of the SSP theorists. c. Explain the example from the perspective of the GP theorists. 	<p>Handout from Dr. Clarke (Provided in Class)</p> <p>Assignment Template (Provided in class)</p> <p>Notes from the Guided Practice assignment</p> <p>Textbook</p> <p>Writing utensil</p>

	Time planned	Activity and rationale	Resources needed
		<ol style="list-style-type: none"> 3. How does what we pay attention to change depending on the theoretical perspective used? Describe these changes. 4. What is the core “problem” according to each theoretical perspective? What changes might a theorist from each perspective suggest? Why? <p>Rationale: This will give students a chance to compare notes from the guided practice. It will also allow them to practice applying each theory. By using the same example, it will test their ability to explain how each theory views social life differently.</p>	
Middle of period (use if needed)	<i>Example: 30 mins</i>	<p>In-Class as a WHOLE class 20 minutes (Direct Instruction AND Class Discussion):</p> <ol style="list-style-type: none"> 1. Each group will write bullet point versions of their example of application on the white board. 2. Groups will take turns explaining in detail how these theoretical perspectives are similar. 3. Groups will take turns explaining in detail how these theoretical perspectives are different. Groups will also explain what changes a theorist from each perspective might make and why. <ol style="list-style-type: none"> a. The group spokesperson will be randomly selected by Dr. Clarke. 4. Discuss questions students have about the 3 theories. 5. Discuss whether students think these theories have any value in contemporary society. This will begin with a caveat; “You must explain your opinion in detail, not just that you do not think SI/SSP/GP apply/matter anymore”. We will end with a discussion of the similarities and differences between Social Theory in Academia and Social Justice Activism, since Sociology is often accused of not “doing” enough outside of academia. 	<p>Group notes from the previous activity.</p> <p>Dry erase marker (provided by instructor).</p>

	Time planned	Activity and rationale	Resources needed
		<p>Rationale: This will help students further compare each other's understandings of the three theories for today's lesson. It will also help me further understand their weaknesses.</p>	
End of period	<i>Example: 10 mins</i>	<p>Mini Review Lecture – emphasis will vary based on the identified gaps in understanding from the previous activities. (8 minutes)</p> <p>End with recap of expectations for completing the advanced practice assignment. (2 minutes)</p> <p>Expectations: Students need to complete the advanced practice assignment by September 23rd. Each student is expected to work alone to select a new example situation from their own community. Then individually, each student will repeat the in-class exercise by examining and “solving” the situation from each of the 3 theoretical positions. Each student needs to also explain their own theoretical position in light of this chapter. Typed Advanced Practice Assignments are due on Blackboard by September 23rd.</p> <p>Rationale: This will be my chance to correct any confusion identified during the class discussion and work to solidify student's understandings of the differences between the three theories.</p>	Lecture Slides – not provided to students

	Time planned	Activity and rationale	Resources needed

Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<ol style="list-style-type: none"> 1. Apply SI Theory to a new example. 2. Apply SSP Theory to a new example. 3. Apply GP Theory to a new example. 4. Clearly explain the value of each theory in relation to understanding social worlds. 5. Reflect on which theoretical perspective you align with most closely. 	<p>Apply the 3 theories to a new example social situation that is different from the example the in-class groups selected in class.</p> <p>Reflect on the student's own theoretical perspective.</p> <p>Rationale: This is further practice for students to solidify and demonstrate their understanding of the 3 main theories we will be using. I expect they will do relatively well in-class but this advanced practice will be further evidence of whether they fully grasp the theories. The reflection will also require the student to consider their own position in relation to these theories, which is necessary for the SOC 4110 Qualitative Research Methods course that most majors will complete after this course.</p>	<p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Choose a new example that is different from the example your group selected in class. 2. Repeat the in-class activity on your own by explaining how a theorist from SI, SSP, and GP would think about the example situation. Each explanation should be approximately 1-2 paragraphs. 3. Reflect on which perspective you most closely align with. Explain why you prefer that theory in approximately 1-2 paragraphs. 4. Type your explanations and reflection. Submit to Blackboard by September 23rd.

Advanced learning objective	Activity and rationale	Instructions to students

Group Members: _____

Scenario: _____ Date: _____

<u>Symbolic Interactionist Theory</u>	<u>Social Structure and Personality Theory</u>
<p>What parts of this scenario are most important to SI?</p>	<p>What parts of this scenario are most important to SSP?</p>
<p>What is the “problem” here?</p>	<p>What is the “problem” here?</p>
<p>What changes might an SI theorist suggest?</p>	<p>What changes might an SSP theorist suggest?</p>

Group Processes Theory

What parts of this scenario are most important to GP?

What is the “problem” here?

What changes might an GP theorist suggest?

Compare & Contrast these 3 perspectives:

How do the theoretical perspectives change the propose solutions? Why?

How can these perspectives “work together”?

Do you feel particularly strongly about any one of these theoretical positions?

Scenarios for In-Class Group Work: Chapter 5

Scenario #1

Dr. Rosen, a single immigrant parent, has two young children, Jane (6) and John (5). Jane has Asperger's (Autism Spectrum Disorder). She loves to have short hair and wear all things green dinosaurs and prefers to dig in the mud over playing with dolls. John loves to wear his hair long and wear princess dresses and pink rain boots while playing with toy construction vehicles in the sandbox. Dr. Rosen's parents Mr. and Mrs. Rosen consistently buy Jane pink unicorn dresses and baby dolls and John red fire trucks and footballs. Jane and John's school staff consistently mix up their raincoats (John's is pink unicorns and Jane's is green dinosaurs).

Dr. Rosen's parents complain to her because when they picked up the children from school during their most recent visit, the school security guard mistakenly addressed John as "Jane" and Jane as "John". Mr. and Mrs. Rosen immediately request that Dr. Rosen cut John's hair and change both children's wardrobes. When Dr. Rosen discusses the situation with her children's teachers, both teachers appear to agree with Mr. and Mrs. Rosen and encourage Dr. Rosen to make the suggested changes in the interest of avoiding bullying in the classroom. Frustrated, Dr. Rosen then speaks with the school principal who reiterates the same stance the teachers took. Dr. Rosen asks her children what they think; neither child wants to make any changes. They are not particularly offended when people confuse them. They tell her, "We like to play pretend. It's fun to pretend to be a different person". Later, at the next PTA meeting, Dr. Rosen joins the Diversity and Inclusion Committee, which includes one of her children's teachers and 4 other parents, one of whom identifies as gay and another who has cerebral palsy. Dr. Rosen has the most education – a combined MD /PhD – out of the entire group and happens to specialize in neuroscience.

Scenario #2

Homelessness in Southern California has been increasing alongside increasing housing costs and consistently limited availability of affordable housing. The majority of low- and middle-income residents are stuck with the choice of putting more than 50% of their income towards housing in order to live within a 30 minute commute from where they work OR to live more than 90 minutes from where they work in order to use less than 50% of their income on housing. Housing and Urban Development (HUD) and the State of California plan to provide 1 million more housing units by 2025.

Governor Howson argues that the homeless and low-income need to find better jobs rather than receive state and federal aid and promotes the State Bill 784 “Right to Work” that requires residents to be employed at least 30 hours per week before they can qualify for state housing assistance and requires unemployed residents to register with state temporary employment agencies.

Local Representative Jorge Guzman argues that LA and Orange counties need to implement municipal rent control policies and decides to form his own Housing Crisis Task Force, for which he recruits 5 people including the Dean of Harvard Law School, the owner of the largest construction company in Southern California, the owner of the largest rideshare company, the Superintendent of LAUSD, and the Head Pastor of the largest Presbyterian church in LA.

The non-profit network for homeless assistance proposes building a new housing facility complete with transitional group housing condos, mental healthcare providers, and job skill training courses in Bel Air. The Pastor objects because his congregation’s neighborhood would be affected by increased crime and vandalism if the facility were built in Bel Air.

The week after the State Bill 784 is propose and Representative Guzman creates his Task Force, the Los Angeles Times reports a new study of the 200 homeless college students in Los Angeles found 80% of the students did not have enough income to afford basic food and hygiene needs, housing costs, and the portion of student tuition and fees for which they were responsible. Therefore, many respondents were choosing to forego housing in order to pursue their college education. The same report found that many of these students struggled to maintain an average GPA above a 2.7 out of 4.0, which frequently put them at risk of being dropped by their chosen major. Yet, when the study asked the local university officials how many homeless students were enrolled at their institutions, no administrators could provide an answer.

Scenario #3

A premier Children's Hospital in Southern California has 4 doctors and 3 nurses who specialize in pediatric AIDS care. None of the Physicians or Nurses have ever had AIDS or HIV themselves nor do they have any family members with AIDS or HIV. All of the staff are heterosexual. Dr. Johnson is the director of the Pediatric AIDS team.

Joyce and Jerome Thompson are a genderfluid couple, married for 10 years with three children, including 3-year-old Meadow who was recently diagnosed with AIDS. Upon the diagnosis, Dr. Johnson requests that both Joyce and Jerome identify all of their sexual partners in the past 5 years and that they both undergo testing for STDs. When Joyce and Jerome object, Dr. Johnson says, "We need to know whether any of your partners might also be affected". Joyce crosses her arms and cries, "We've been married for ten years!". Dr. Johnson shrugs, makes a note in his charts and replies, "This is standard procedure. There is a large population of swingers and LGBTQ people in Southern California. If you fail to comply, you may be found to be medically neglecting your child".

Later, Tommy, the nurse assigned to Meadow's treatment in the hospital, tells Jerome, "I'm sorry but visiting hours are only from 2-4 for non-immediate family and friends". Jerome, who is from Malaysia and a non-native English speaker, stares at Tommy and then furrows his eyebrows, "This is my child. Why do I have to leave?". Tommy reads Meadow's charts and says, "I thought you were another patient's mother's girlfriend". Jerome replies, "Is that why Dr. Johnson made us get STD testing?". Tommy's face turns bright red and he says, "Sir? Um, I'm not sure. I can say that we consider it medically necessary that all family members of recently diagnosed AIDS patients be screened".

Later at home, Jerome tells Joyce about his encounter with Tommy. When they arrive to the next appointment, Joyce is wearing a plain blue dress, low heels, and light makeup. Jerome, wearing a plain white t-shirt and jeans with no makeup, hands a copy of their medical records to Dr. Johnson and says, "These are our individual medical records from the past 12 years and include our STD screening from each of Joyce's pregnancies. We are a monogamous couple and we don't have AIDS". Dr. Johnson smiles slightly but does not say anything, then hands the files to Tommy the nurse, "Please add these to our patient files, Tommy".

When Joyce and Jerome go to their screening appointment, they sit in the waiting room for over an hour before Nurse Sheila says, "Oh, your appointment was canceled. Didn't anyone tell you?".

At the next staff meeting, Nurse Sheila tries to ask Dr. Johnson and Tommy why no one told Joyce and Jerome that the appointment had been canceled. Dr. Johnson turns to Dr. Miro and says, "I think it's time that we implement a policy for screening all parents of newly diagnosed patients for their sexual preferences and recent activity".

Scenario #4

David is a 14-year-old boy who attends the only local public high school in his town of 60,000 people in Pennsylvania. He was a star basketball player on the JV team. He was injured in a car accident in the middle of the basketball season and both legs were partially amputated.

During his hospital recovery, members of David's parents' church prayed that he would walk again. After David was discharged, he began rehabilitation therapy with a Physical Therapist, Tara, who encouraged David to keep playing adapted sports. Tara tells David, "You know you can still play ball, it's just in a wheel chair. All kinds of people play wheelchair basketball all the time all over the place".

Excited, David returns to school and asks the Athletic Director Andre whether the school can "accommodate me so that I can continue to play basketball?". Andre laughs and says, "People can't play basketball in wheel chairs. Besides, I don't have a big enough budget to clean up rubber marks from the wheels off of my gym floors every week." Worse, David also found out the girl, Reina, who he wanted to ask to the next school dance told his best friend Theo, "I don't know how to dance with someone in a wheelchair". When David tells his parents about his bad luck with Andre the Athletic Director, his parents suggest, "We will ask the church to pray for you to walk again".

At school the next day, David is late to his math class because there is only one elevator for the entire school and his math class is on the third floor. After berating him for being late, Mr. Montez tells him, "You know, for a cripple, you are a genius at math!". David turns red and looks down but does not respond. His Trigonometry study group, who had already started without him, overheard and start whispering to each other. Then Leila says, "why don't we keep going on problem three? David, now that you're here could you help us identify Y and Geena can you determine X?". David nods and quickly calculates the correct answer, "it's 5.46". Leila says, "Can you double check that? I'm not sure that's correct". Francis sighs, "I think it's actually 5.046". Leila says, "Yes, that sounds right. Thanks Francis". David glares at Francis and says, "No, it isn't. It's 5.46. I'm right". Francis says, "It's okay David. Don't get mad at me because you're still recovering". David doesn't answer and rolls away to ask Mr. Montez if he can have a bathroom pass. While David is gone, Leila, Francis, and Geena all agree to enter Y as 5.46. Later when they receive their homework grade, their answer to questions number 3 is marked incorrect. When Leila asks another group what they found for Y in question three, they answer "5.46".