

**Chapter 3 – Culture: Faculty Lesson Plan**

|  |  |
| --- | --- |
| **Step 1** | **Before Class:**   * Review the **Gamification Overview** document to familiarize yourself with the 7 activities the students are completing to earn bonus content. * Review the **Chapter 3: Student Worksheet** * Select a **SY Blog** to discuss in class. * Review thetranscript of the **Chapter 3 PowerPoint Audio Lecture** and prepare mini-lectures to fill in the gaps or introduce new content. |
| **Step 2** | **During Class:**  Use the **Flipped Classroom Activities** to engage your students. Suggestions include:   * Use the **Points to Ponder** and/or **Class Survey Questions** from the **Student Worksheet** as a lecture launcher for discussion. * Use the module **Discussion Questions** for discussion. * Watch and discuss one or more of the suggested short videos. * Engage the class with a discussion about the **SY Blog**. * Use your own activities. * Intersperse multiple mini-lectures to maintain a healthy balance of lecture material and activities.   A list of learning objectives, discussion questions, and video suggestions are below. |
| **Step 3** | **Optional:**   * **Classroom Assessment Techniques** (**CATs**). * **Practice Quiz**   An optional third step is to have students complete a CAT and/or a Practice Quiz. Ideas for the CATs are below. The Practice Quiz is not for a grade but instead to access their knowledge of the chapter material. These steps will give you an opportunity to see what concepts need further review. A list of Practice Quiz questions and answers are at the end of this document. Of course, you can also use your own practice quiz questions. |

**Chapter Modules, Learning Objectives and Discussion Questions**

**Module 1:**

**Analyzing Culture**

* Types of Culture
* Campus Culture

**Learning Objectives**

3.1.1: Discuss the types of culture.

3.1.2: Analyze the culture of your college or university.

**Video**: “Introduction to Sociology – Culture” — *Janux*, 2014, 3:30 — <https://www.youtube.com/watch?v=vW2nFd3i2bo>

* **Discussion Questions - 3.1.1 Campus Culture**

What would you suggest to a first-time visitor on your campus as the best way to observe the culture of our campus? What examples of material and nonmaterial culture would you talk about? What are examples of ideal and real culture on our campus?

**Module 2:**

**Structural Elements of Culture**

* Symbols and Language
* Beliefs and Values
* Norms and Cultural Transmission

**Learning Objectives**

3.2.1: Explain how symbols and language are key elements of culture and help form social structure.

3.2.2: Describe how beliefs and values are key elements of culture and help form social structures.

3.2.3: Discuss how norms are key elements of culture and help form social structures.

**Video**: “Professional Emoji Translator is Now A Real Career: Vice News Tonight” (HBO) Vice News, 2017, 3:40 <https://youtu.be/tEn8k-Ud-Tw>

* **Discussion Questions - 3.2.1 Beliefs and Values**

What are some examples of the beliefs and values that are considered important in American society? Do you have others that you personally feel are important? Are your beliefs and values similar or different from your family and friends? Why do you think this is the case?

**Module 3:**

**The Development of Social Problems within Cultures**

* Cultural Beliefs in Practice
* Subcultures: Amish Kids Gone Wild
* Countercultures: Working towards Social Transformation

**Learning Objective**

3.3.1: Explain the problems associated with dominate ideology and cultural imperialism.

3.3.2: Identify the social factors that distinguish a subculture group.

3.3.3: Describe the behavior associated with countercultures.

**Video:** “The Idea of Cultural Transmission” *BBC Radio 4*, 2015, 1:39 <https://www.youtube.com/watch?v=mrWPSP35gUk>

* **Discussion Questions - 3.3.1 Subcultures**

Are you a member of any subculture groups? Are your subculture groups different from other members of your family? What social factors distinguish your subculture group from that of others you know?

* **More Than a Theory Discussion Questions**

Functionalist Theory: How does the government protect the interests of its populations? Can you think of policies or laws that have been implemented in response to the concerns of counter culture group in society?

Conflict Theory: From a conflict perspective, what inequalities contributed to the counterculture movement that led to the rise of the Tea Party? Can you identify other examples of inequalities that have existed and have led to large-scale conflict between groups in society?

Symbolic Interactionism Theory: Can you think of any signs, symbols and patterns used by subculture groups like the Amish to distinguish them from the surrounding society? How might counterculture hate groups use symbols to show their opposition to the dominant culture?

**Module 4:**

**Applying the Sociological Imagination: Experiencing Culture**

* Cultural Universals
* Ethnocentrism
* Cultural Relativism

**Learning Objective**

3.4.1: Apply the sociological imagination to cultural universals.

3.4.2: Illustrate the relationship between the sociological imagination and ethnocentrism.

3.4.3: Link the sociological imagination to cultural relativism.

**Video:** “What is Ethnocentrism?” *Intercultural English*, 2019, 4:49 <https://www.youtube.com/watch?v=O4lU3iOBeEE>

* **Discussion Questions - 3.4.1 Ethnocentrism**

Have you ever experienced or observed some form of ethnocentrism? What were the circumstances? How did it make you feel?

**Module 5:**

**Culture and Change**

* The Process of Change: Technology and Globalization
* Popular and High Culture

**Learning Objective**

3.5.1: Evaluate how cultural diffusion, cultural lag and cultural leveling are catalysts for social change within culture and technology.

3.5.2: Demonstrate how popular culture and high culture change over time.

**Video:** “How to Become a Pop Culture Icon” *Complex Hustle*, 2017, 1:57 <https://www.youtube.com/watch?v=4YpnkDTUAUE>

* **Discussion Questions – 3.5.1 Popular and High Culture**

How does popular and high culture change over time? What are some examples from your childhood?

**Class Survey Questions**

**Title:** Beauty Pageants

**Overview:** Goal is to get students to begin thinking critically about culture using a contemporary social example.

1. The beauty pageant industry is designed to provide contestants a venue to gain self-confidence and self-discipline, and to develop life skills.

☐ strongly disagree ☐ disagree ☐ agree ☐ strongly agree ☐ don’t know

1. Beauty pageants should be banned for anyone below the age of sixteen years old.

☐ strongly disagree ☐ disagree ☐ agree ☐ strongly agree ☐ don’t know

**Title:** Cultural Transmission

**Overview:** The goal is to get students to begin thinking critically about the concept of cultural transmission.

1. Standardized messages are constantly being transmitted in the form of language, beliefs, values, and norms, and I am fully aware of these standardized messages and how they provide constant and consistent reinforcement of cultural elements in society, thus reinforcing the structures of society.

☐ strongly disagree ☐ disagree ☐ agree ☐ strongly agree ☐ don’t know

1. Television and other forms of media serve as an electronic storyteller and I can easily identify the standardized cultural messages that are being communicated by the media conglomerates.

☐ strongly disagree ☐ disagree ☐ agree ☐ strongly agree ☐ don’t know

**Classroom Assessment Techniques (CATs)**

These CATs are helpful in assessing students’ knowledge and understanding of the chapter content. Using pieces of paper, have the students write their response to one of the following techniques. Collect and use their responses as the basis for class discussion.

* 1. **Muddiest Point**: A Muddiest Point is a quick monitoring technique. It involves asking students to take a few minutes to write down the most difficult, confusing or “muddiest” terms, concepts, or parts of chapter 3 that they encountered.
  2. ***Minute Paper***: Ask students to write a brief response to the following questions:
* What was the most important thing you learned during this chapter or class?
* What important question remains unanswered?
  1. **Directed Paraphrasing:** Ask students to write a laypersons’ "translation" of something they learned in the chapter. Ask them to write their explanation as if they are explaining the key term, concept, or theory to a friend who does not have a sociology background.

**Chapter 3 Practice Quiz and Answers**

**SociologicalYOU** also provides a test bank with objective and subjective questions to construct an exam covering the content in this chapter. See **SociologicalYOU My Resources > Instructor Resources > Test Bank Instructions** to learn how to request access to the test bank.

**Module 1**

1. Which of the following represents nonmaterial culture?

a. a pen

b. backpack

c. jewelry

d. freedom

1. True or False: Ideal culture represents the actual behavior of members of society.
2. True or False: Analyzing the culture of a college or university is a simple process as there are only a few aspects of culture to determine.

**Module 2**

1. Which of the following is a characteristic of language?

a. shapes how people view their social world

b. emphasizes diversity within society

c. is the basis of social identity and group membership

d. all of these are characteristics of language

1. \_\_\_\_\_ is an idea or object that has a shared meaning to groups of people

a. A symbol

b. Language

c. Nonverbal language

d. Verbal language

1. True or False: The Sapir-Whorf theory states it is difficult to understand culture without understanding the influence of language and vice versa.
2. \_\_\_\_\_ are ideas that are generally held to be true in society.
3. social norms
4. beliefs
5. values
6. folkways
7. mores
8. True or False: Mores are informal and common norms that guide everyday behavior.

**Module 3**

1. True or False: Dominant ideologies can result in problems when the influence and power of another countries culture is viewed as intrusive by society.
2. McDonalds and Coca-Cola are examples of the concept of \_\_\_\_\_.

a. cultural imperialism

b. material culture

c. high culture

d. sustainable development

1. The Amish have a distinct set of cultural characteristics that are shared by a minority of people in society. The Amish are an example of \_\_\_\_\_.

a. a counterculture

b. rationalization

c. a subculture

d. pop culture

1. \_\_\_\_\_ are subculture groups that are in opposition or contrast with the majority of the members of a society and the overall population often sees their actions as a social problem.

a. Subgroups

b. Antiestablishment groups

c. Protesters

d. Countercultures

**Module 4**

1. True or False: Clothing, shelter and language are examples of cultural universals that can be found in all societies.
2. \_\_\_\_\_ material and nonmaterial aspects of society that are outside us, but greatly influence our way of thinking and behaving in the society.

a. Social facts

b. Ethnocentrism

c. Cultural relativism

d. Cultural universals

1. Judging the insects that people in other cultures eat for breakfast based on your food standards is an example of \_\_\_\_\_.

a. Cultural imperialism

b. Cultural relativism

c. Social facts

d. Ethnocentrism

1. \_\_\_\_\_ involves understanding another culture using their standards.

a. Cultural diffusion

b. Ethnocentrism

c. Cultural relativism

d. Cultural leveling

**Module 5**

1. True /False: In the 21st century, cultural diffusion is a relatively slow process that has little impact on a society.
2. \_\_\_\_\_ occurs when the material aspects of society change at a pace faster than the nonmaterial aspects.

a. ideal culture

b. cultural diffusion

c. cultural lag

d. technology

3. Popular culture is typically consumed by which of following?

a. lower class

b. middle and working class

c. upper class

d. all of these

**Module 1**

1. D (LO 3.1.1)

2. False (LO 3.1.1)

3. False (H2: Symbols and Language; LO 3.1.2)

**Module 2**

1. D (LO 3.2.1)

2. A (LO 3.2.1)

3. True (LO 3.2.1)

4. B (LO 3.2.2)

5. False (LO 3.2.3)

**Module 3**

1. False (LO 3.3.1)

2. A (LO 3.3.1)

3. C (LO 3.3.2)

4. D (LO 3.3.3)

**Module 4**

1. True (LO 3.4.1)

2. A (LO 3.4.1)

3. D (LO 3.4.2)

4. C (LO 3.4.3)

**Module 5**

1. False (LO 3.5.1)

2. C (LO 3.5.1)

3. D (LO 3.5.2)