

**Chapter 5 – Social Interaction: Faculty Lesson Plan**

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| **Step 1** | **Before Class:**   * Review the **SociologicalYOU** **Chapter 5: Student Lesson Plan**. * Edit the plan and add due dates appropriate for your class. * Add the name of the Chapter 5 Blog reading from the list of **SociologicalYOU** blogs. * Select or delete the Class Survey Questions. * Post, email or print the **Chapter 5: Student Lesson Plan** for your class to complete. |
| **Step 2** | **During Class:**  Decide which Flipped Classroom Activities you will use with your students during class time. Some suggestions include:   * Review the module discussion questions. * Discuss the Class Survey Questions from the Student Lesson Plan. * Watch and discuss the suggested videos. * Engage the class with a discussion about the **SociologicalYOU** Blog. * Use a Classroom Assessment Technique (CAT).   A list of discussion questions, video suggestions and CATs is below. You can also present your own material or group activity. The objective should be to engage the students using the material you assigned in the **Chapter 5: Student Lesson Plan**. |
| **Step 3** | **Optional:**  An optional third step is to have students complete a Practice Quiz at the end of class. The Practice Quiz is not for a grade but to access their knowledge of the chapter material. This also gives you an opportunity to see what concepts need further review. A list of questions and answers is 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:**

**Understanding Your Social Interactions**

* Social Context, Perceptions, and Attributions
* Ethnomethodology
* Dramaturgy
* Social Exchange Theory

**Learning Objectives**

5.1.1: Explain the three processes involved in social interaction.

5.1.2: Apply findings from ethnomethodology to your own social interactions.

5.1.3: Apply findings from dramaturgy to your own social interactions.

5.1.4: Apply findings from the social exchange theory to your own interactions.

**Video**: “Erving Goffman and the Performed Self” —BBC Radio 4, 2015, 1:58 — <https://www.youtube.com/watch?v=6Z0XS-QLDWM>

* **Discussion Questions – 5.1.1 Application of Context, Perception, and Social Attribution**

Think of a recent social interaction that was significant to you. Consider the social context, perceptions, and social attributions of the interaction. Write an example of how each applies within your journal. Can you think of an example of how you have engaged in a fundamental attribution error?

**Module 2:**

**The Relationship between Interaction and Structure**

* Social Status
* Social Roles
* Role Exit

**Learning Objectives**

5.2.1: Explain how your ascribed, achieved, and master statuses influence your social interactions.

5.2.2: Discuss how social roles influence your social interactions.

5.2.3: Apply the stages of the role exit to a personal experience.

**Video**: “Why Unboxing Videos Soothe Our Materialistic Brains” — *The New York Times*, 2018, 4:14 — <https://www.youtube.com/watch?v=vHT8Eo88gz8&feature=emb_title>

* **Discussion Questions – 5.2.1 Ascribed and Achieved Statuses**

Have you thought about your statuses prior to reading this chapter? Discuss your specific ascribed and achieved statuses.

**Module 3:**

**Interactions: Successes and Failures**

* Social Institutions: Our Connections to Society
* Social Groups and Networks: Our connections to Each Other

**Learning Objective**

5.3.1: Describe patterns of behavior within institutions.

5.3.2: Examine the problems with social groups and networks.

**Video:** “Primary and Secondary Groups” — Jimmy Howick, 2014, 3:38 — <https://www.youtube.com/watch?v=Ba1fhiYxyXo>

* **Discussion Question – 5.3.1 Social Institutions**

Choose one of the following social institutions and consider its role in the society, and any problems associated with it.

a) The Military

b) Medicine

c) Mass Media

d) Sports

f) Science and Technology

* **More Than a Theory Discussion Questions**

Functionalist Theory: How do social institutions vary from society to society? How might the institution of government be different around the world yet still meet the needs of each society?

Conflict Theory: How does the educational institution perpetuate social inequality? Would improving student access and quality of education reduce inequality in the society?

Symbolic Interactionism Theory: How are the dynamics of social interactions between members of a primary group different from those of a secondary group? Why is face-to-face interaction important to building social networks offline?

**Module 4:**

**The Personal and Public Nature of Social Interaction**

* Emotions: A Smile Doesn’t Always Mean Happy
* Harassment: Unwanted Interaction

**Learning Objective**

5.4.1: Apply the sociological imagination to emotional interactions.

5.4.2: Examine street harassment through the lens of the sociological imagination.

**Video:** “The ‘Golden Age of Flying’ Was Sexist as Hell” — Adam Ruins Everything, 2018, 2:17 — <https://www.youtube.com/watch?v=kLAB_xQlXqc>

* **Discussion Questions – 5.4.1 Emotion Labor**

Have you ever had to use emotion labor? Why and under what circumstances?

**Module 5:**

**Communication and Change**

* Virtual Connections
* Our Social Networking Life

**Learning Objective**

5.5.1: Evaluate the impact of technology on social interaction.

5.5.2: Demonstrate the role of perception in social interaction.

**Video:** “Her Official Trailer #1” — Movieclips Trailers, 2013, 2:31 — <https://www.youtube.com/watch?v=dJTU48_yghs>

* **Discussion Questions – 5.5.1cRobots and Social Change**

Can you imagine interacting with robots on a regular basis? Are there any negative consequences associated with the increased use of robots in education in specific, and society in general?

**Class Survey Questions**

**Title:** Lifecasting

**Overview:** This is a two-question survey regarding student views on socialization. The goal is to get students to begin thinking critically about social interaction and privacy concerns.

1. Would you be interested in wearing a small camera or video camera to create your own digital diary of your life?

☐ not at all ☐ somewhat ☐ completely ☐ not sure

2. Do you see the value of analyzing the video of your day-to-day social interactions to gain a better understanding of your self?

☐ not at all ☐ somewhat ☐ completely ☐ not sure

**Title:** Social Interaction

**Overview**: This is a two-question survey regarding student views on media consumption as a form of socialization. The goal is to get students to begin thinking critically about socialization and how they were influenced by society.

1. Which of the following do you see as being MOST central to your identity, i.e., your master status?

☐ your race ☐ your religion

☐ your sexual orientation ☐ your role as student

2. Which social institution do you feel currently has the MOST influence on your life?

☐ family ☐ government ☐ educational system

☐ economic system ☐ religious intuitions

**Classroom Assessment Techniques (CATs)**

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 5 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. True or False: Social interactions are complex and consist of processes involving

social context, perceptions, and social attributions.

2. Which of the following social interaction theories is associated with breaching?

a. symbolic interaction

b. dramaturgy

c. ethnomethodology

d. social exchange

3. Which of the following social interaction theories is associated with face work?

a. symbolic interaction

b. dramaturgy

c. ethnomethodology

d. social exchange

4. Which of the following social interaction theories is associated with comparison level?

a. symbolic interaction

b. dramaturgy

c. ethnomethodology

d. social exchange

**Module 2**

1. Which of the following social statuses is assigned based upon race, sex, and social

class at birth?

a. achieved

b. role

c. master

d. ascribed

2. Conspicuous consumption can be a means to compensate for the lack of ascribed

status by flaunting \_\_\_.

a. achieved status

b. role status

c. master status

d. ascribed status

3. \_\_\_ occurs when there are competing demands from two or more statuses.

a. Role set

b. Role conflict

c. Role strain

d. Role exit

4. True or False: A role exit is most often a quick decision with little thought in the process.

**Module 3**

1. True or False: Social Institutions are made up of two or more individuals connected

by common bonds and shared social relations.

2. \_\_\_ are defined as social groups that are made up of impersonal and detached

associations.

a. Social categories

b. Primary groups

c. Secondary groups

d. Social networks

3. Family relationships, college alumni organizations and Facebook are all examples of

\_\_\_.

a. solidarity

b. social networks

c. role exit

d. gesellschaft.

4. Which theoretical perspective contends that keeping the current social institutions in

place effectively maintains inequality between different groups in the society?

a. symbolic Interaction theory

b. role attachment theory

c. functionalist theory

d. conflict theory

**Module 4**

1. True or False: In American society joyfully laughing at a funeral is considered

prescriptive behavior.

2. A worker that regulates her personal feelings in an effort to set an emotional tone for

customers in a business setting are engaging in which type of behavior?

a. impression management

b. emotion labor

c. role conflict

d. social exchange

3. As she was walking home from school Sarah experienced unwanted attention from a group of men that was racially motivated, offensive, intimidating, and scary. According to the reading Sarah experienced \_\_\_.

a. feeling rules

b. racial harassment

c. street harassment.

d. both B and C

4. All of the following except \_\_\_ has been used by societies around the world to try and eradicate street harassment.

a. educational programs and legislation

b. security cameras and policing

c. public service announcements

d. all of the above have been used

**Module 5**

1. True or False: Technology is defined as tools created by science to address and solve

the problems of mankind.

2. Robots, establishing a telepresence in the classroom and social networking with

Twitter are all possible because of \_\_\_.

a. social interaction

b. organic solidarity

c. technology

d. status

3. Whether it involves face-to-face interaction or social interaction via networking in

cyberspace, \_\_\_ contend(s) that perception influences reality.

a. secondary groups

b. Thomas theorem

c. feeling rules

d. achieved status

**Module 1**

1. True (LO 5.1.1)

2. C (LO 5.1.2)

3. B (LO 5.1.3)

4. D (LO 5.1.4)

**Module 2**

1. D (LO 5.2.1)

2. A (LO 5.2.2)

3. B (LO 5.2.2)

4. False (LO 5.2.3)

**Module 3**

1. False (LO 5.3.1)

2. C (LO 5.3.2)

3. B (LO 5.4.2)

4. D (LO 5.4.2)

**Module 4**

1. False (LO 5.4.1)

2. B (LO 5.4.1)

3. D (LO 5.4.2)

4. D (LO 5.4.2)

**Module 5**

1. True (LO 5.5.1)

2. C (LO 5.5.1)

3. B (LO 5.5.2)