



AIRs - LM in Understanding Culture Society and Politics Quarter 1: Week 6 - Module 6



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Region I

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Understanding Culture, Society, and Politics

Quarter 1: Week 6 – Module 6



Target

A society is organized, not only because of individuals who interact and share common interests, but also due to the prevailing interaction among them, their state of belongingness, and the ability to influence one another and work together to achieve common goals.

In this module, you will understand the meaning of social group, identify the proponents of sociological theories, and examine the sociological perspectives about social groups. Also, you will learn to determine the role of your social groups and analyze the forms and functions of social organizations.

This module was designed and written with you in mind. It is here to help you understand on how to become a member of a society. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course.

After going through this module, you are expected to:

To analyze the forms and functions of social organizations.

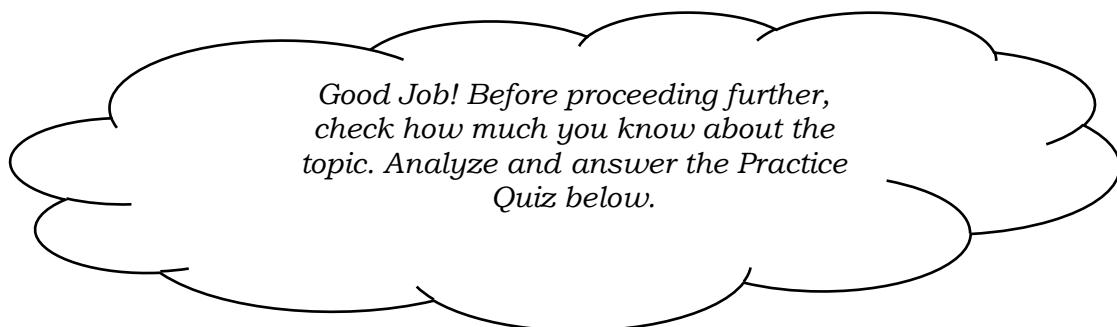
Specific Learning objectives

1. understand the meaning of social groups;
2. examine the sociological perspectives about social groups;
3. differentiate the various forms of social groups;
4. analyze the functions of social groups; and
5. determine your social groups.

ACTIVITY1: Fact Analysis

Directions: In the previous lesson you learned how to become a better member of society. To test your understanding of the lesson, analyze the following situations. Put a **/** if the situation exemplifies a good member of society and an **X** if not. Explain your answer on a separate sheet of paper.

1. Scholars of the University of the Philippines developed coronavirus test kits.
2. Sen. Manny Pacquiao donated protective masks to the Philippine National Police and five buses to MMDA for the free rides of healthcare workers.
3. Sen. Aquilino "Koko" Pimentel III, who had tested positive for COVID-19, visited Makati Medical Center despite strict home quarantine protocols.
4. A man posted on twitter that he would give a reward of 50 million pesos to anyone who would kill the President.
5. Angel Locsin, with her team, set-up and donated tents for COVID-19 patients in 135 hospitals.

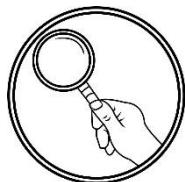




Jumpstart

ACTIVITY1: Practice Quiz

Directions: Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.



Discover

ACTIVITY1: Reflect It!

Directions: Read and reflect on the short essay then answer the guide questions on a separate sheet of paper.

Man as a Social Animal
By Ma. Teresa B. Berondo

“Man is by nature a social animal.” This is a famous line by Aristotle, a well-known ancient philosopher. What does it mean? Do we take its meaning literally? Or does it have a deeper meaning beyond the actual words?

Since the human being is considered the highest form of animal, it can literally mean that man by nature is armored with mechanisms like language and reason that he uses to interact with others. In a deeper sense, human beings cannot exist in this world alone. People want the company of others to feel the love and care that they need. This feeling of closeness can be found in our own family, close friends, and personal relationships. Also, people form a social group with common interest and similar perspectives in life despite their differences in terms of personality, behavior, family background and other personal qualities. As human beings form social

groups, they create social relation with others that are mutually beneficial to each other. This makes them engage in common aspirations and support each other's beliefs.

As man gets together and interacts with one another based on relationships, common identity, and culture, man is indeed a social animal.

Think About This!

1. Do you believe that man is a social animal? Why or why not?
2. How does man becomes a social animal based on the essay?
3. How important is human interaction in building the nation?

A society is mostly characterized as an organized interrelated group of people who act together for collective living, as they share the same language, territory, and culture. However, a group of individuals in a certain place does not instantly make a social group. This group may just be individuals who happen to be in one place asserting theirs commonality. Simply stated, when human relation begins, a group starts to be organized. There are sociological theories that can explain various aspects of social group existence.

Sociological Perspective of Society

Social groups are fundamental parts of human life. They are a multitude of people who see each other often and think of themselves as part of a group. There appears to be groups of people everywhere. We could be a member of a church group, college class, workplace, sports team, club, and others. The discipline of Sociology focuses primarily on the study of social groups in a society.

Sociological Theories or Perspectives. Different sociological perspectives enable sociologists to view social issues through a variety of useful lenses.

Sociological Perspective	Level of Analysis	Focus
Structural Functionalism	Macro or Mid	The way each part of society functions together to contribute to the whole
Conflict Theory	Macro	The way inequalities contribute to social differences and perpetuate differences in power
Symbolic Interactionism	Macro	One-to-one interactions and communications

Structural – Functional Theory

Structural-functional theory, also called functionalism, sees society as a structure with interrelated parts designed to meet the biological and social needs of the individuals in that society. Functionalism grew out of the writings of English philosopher and biologist, Herbert Spencer (1820–1903), who saw similarities between society and the human body. He argued that just as the various organs of the body work together to keep the body functioning, the various parts of society work together to keep society functioning (Spencer 1898). The parts of society that Spencer referred to were the **social institutions**, or patterns of beliefs and behaviors focused on meeting social needs, such as government, education, family, healthcare, religion, and the economy.

Émile Durkheim, another early sociologist, applied Spencer's theory to explain how societies change and survive over time. Durkheim believed that society is a complex system of interrelated and interdependent parts that work together to maintain stability (Durkheim 1893), and that society is held together by shared values, languages, and symbols. Durkheim believed that individuals may make up society, but in order to study society, sociologists have to look beyond individuals to **social facts**. Social facts are the laws, morals, values, religious beliefs, customs, fashions, rituals, and all of the cultural rules that govern social life (Durkheim 1895). Each of these social facts serves one or more functions within a society. For example, one function of a society's laws may be to protect society from violence, while another is to punish criminal behavior, while another is to preserve public safety.

Although suicide is generally considered an individual phenomenon, Émile Durkheim was interested in studying the social factors that affect it. He studied social ties within a group, or **social solidarity**, and hypothesized that differences in suicide rates might be explained by religion-based differences. Durkheim gathered a large amount of data about Europeans who had ended their lives, and he did indeed find differences based on religion. Protestants were more likely to commit suicide than Catholics in Durkheim's society, and his work on this topic demonstrated the utility of theory for sociological research.

Another noted structural functionalist, Robert Merton (1910–2003), pointed out that social processes often have many functions. **Manifest functions** are the consequences of a social process that are sought or anticipated, while **latent functions** are the unsought consequences of a social process. A manifest function of college education, for example, includes gaining knowledge, preparing for a career, and finding a good job that utilizes that education. Latent functions of your college years include meeting new people, participating in extracurricular activities, or even finding a spouse or partner. Another latent function of education is creating a hierarchy of employment based on the level of education attained. Latent functions can be beneficial, neutral, or harmful. Social processes that have undesirable consequences for the operation of society are called **dysfunctions**. In education, examples of dysfunction include getting bad grades, truancy, dropping out, not graduating, and not finding suitable employment.

Conflict Theory

Conflict theory looks at society as a competition for limited resources. This perspective is a macro-level approach most identified with the writings of German philosopher and sociologist Karl Marx (1818–1883), who saw society as being made up of two classes, the **bourgeoisie** (capitalist) and the **proletariat** (workers), who must compete for social, material, and political resources such as food and housing, employment, education, and leisure time. Social institutions like government, education, and religion reflect this competition in their inherent inequalities and help maintain the unequal social structure.

In the economic sphere, Marx focused on the “mode of production” (e.g., the industrial factory) and “relations of production” (e.g., unequal power between workers and factory owners). The bourgeoisie owns and controls the means of production, which leads to exploitation due to the profit motive. In this arrangement, proletarians have only their labor to sell, and do not own or control capital. **False consciousness** is Marx’s term for the proletarian’s inability to see her real position within the class system, a mis-recognition that is complicated by the control that the bourgeoisie often exerts over the media outlets that disseminate and normalize information. These are just some of the structural constraints that prevent workers from joining together in what Marx called **class consciousness**, or a common group identity as exploited proletarians and potential revolutionaries.

German sociologist Max Weber agreed with some of Marx’s main ideas, but also believed that in addition to economic inequalities, there were inequalities of political power and social structure that caused conflict. Weber noted that different groups were affected differently based on education, race, and gender, and that people’s reactions to inequality were moderated by class differences and rates of social mobility, as well as by perceptions about the legitimacy of those in power.

Ida B. Wells articulated the conflict perspective when she theorized a connection between an increase in lynching and an increase in black socio-economic mobility in the United States from the late 1800s into the mid-20th century. She also examined competition within the **feminist** movement as women fought for the right to vote, yet the presumably egalitarian mainstream suffragist movements were headed by white women who excluded black women from suffrage. W.E.B. DuBois also examined race in the U.S. and in U.S. colonies from a conflict perspective, and emphasized the importance of a reserve labor force, made up of black men. Race conflict paradigms will be examined later in the course in the module devoted to race and ethnicity.

Symbolic Interactionist Theory

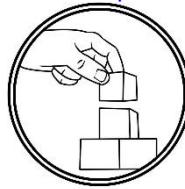
Symbolic Interactionist Theory is a micro-level theory that focuses on meanings attached to human interaction, both verbal and non-verbal, and to symbols. Communication—the exchange of meaning through language and symbols—is believed to be the way in which people make sense of their social worlds.

Charles Horton Cooley introduced the **looking-glass self** (1902) to describe how a person's self of self grows out of interactions with others, and he proposed a threefold process for this development: 1) we see how others react to us, 2) we interpret that reaction (typically as positive or negative) and 3) we develop a sense of self based on those interpretations. "Looking-glass" is an archaic term for a mirror, so Cooley theorized that we "see" ourselves when we interact with others.

George Herbert Mead (1863–1931) is considered a founder of symbolic interactionism, though he never published his work on this subject (LaRossa and Reitzes 1993). Mead's student, Herbert Blumer, actually coined the term "symbolic interactionism" and outlined these basic premises: humans interact with things based on meanings ascribed to those things; the ascribed meaning of things comes from our interactions with others and society; the meanings of things are interpreted by a person when dealing with things in specific circumstances (Blumer 1969). This sounds close to Cooley's looking-glass self, but Mead's contribution was really to the development of self, especially in childhood, which we'll discuss in more detail when we address theories of socialization. If you love books, for example, a symbolic interactionist might propose that you learned that books are good or important in the interactions you had with family, friends, school, or church; maybe your family had a special reading time each week, getting your library card was treated as a special event, or bedtime stories were associated with warmth and comfort.

Social scientists who apply symbolic-interactionist thinking look for patterns of interaction between individuals. Their studies often involve observation of one-on-one interactions. For example, while a conflict theorist studying a political protest might focus on class difference, a symbolic interactionist would be more interested in how individuals in the protesting group interact, as well as the signs and symbols protesters use to communicate their message and to negotiate and thus develop shared meanings.

The focus on the importance of interaction in building a society led sociologists like Erving Goffman (1922–1982) to develop a technique called **dramaturgical analysis**. Goffman used theater as an analogy for social interaction and recognized that people's interactions showed patterns of cultural "scripts." Since it can be unclear what part a person may play in a given situation, as we all occupy multiple roles in a given day (i.e., student, friend, son/ daughter, employee, etc.), one has to improvise his or her role as the situation unfolds (Goffman 1958).



Explore

Forms of Social Group

Groups are formed as an assemblage of people who often interact with each other on the basis of a common outlook concerning behavior and a sense of common identity. A social group may consist of two or more individuals who do things together with a common goal and interest.

Examples:

family	church mate	neighborhood
relatives	schoolmate	organization
couples	co-workers	team mate
friends	business	clubs

Group

- is any collection of people who interact on the basis of shared expectations regarding one another's behavior (Kornblum, 2003).
- is consist of two or more people who are bound together in relatively stable patterns of social interaction and who share a feeling of unity (Hughes and Kroeler, 2009)
- is comprised of two or more persons who are in social interaction, who are guided by similar norms, values and expectations, and who maintain a stable pattern of relationship over a period of time.
- Is a specified number of individuals where each recognizes members from non-member;
- it is a collection of individuals characterize by:
 - a) Communication
 - b) Recognition
 - c) Specialized roles

Three Requirements for a group

1. There must be two or more people.
2. There must be interaction.
3. The members must be together physically.

Factors that influence Groups

1. Motivational base shared by individuals (based on needs, interests, desires, noble activities, insecurities, or problems)
2. Size of the group
3. Type of group goals
4. The kind of a group cohesion/unity (the capability to function and interact collectively in the direction of their goals)

General Characteristics of a Group

Group is characterized by the following:

1. A group has identity identifiable by both its members and outsiders.
2. A group has a social structure in the sense that each part or member has a position related to other positions.
3. Each member in a group has roles to play.
4. There is mutual reciprocity among members in a group.

Group as distinguished from other Collection of People like:

1. **Aggregate** - a simple collection of people who are in the same place at the same time without interacting with each other
Eg. People inside the movie house, people riding in an LRT/MRT
2. **Category** - a simple collection of people who share distinctive characteristics (age, sex, race, income/social class, occupation, religion, political beliefs, ethnicity)
Eg. Males/females in the society; the infants; children; youth; adults/ the aged; slum dwellers; the middle class; the millionaires
3. **Collectivity** - Collection of people in a given place and time
Eg. Crowds, masses, public and social movements are temporary groups

IMPORTANCE OF A GROUP

1. A group is a major source of solidarity and cohesion.
2. A group reinforces and strengthens our integration into society.
3. A group shares basic survival and problem-solving techniques to satisfy personal and emotional needs.
4. A group gives meaning and support to an individual.

HOW IS A GROUP FORMED?

1. The desire to achieve an objective
2. To meet the needs of the individual member
3. People are treated alike by others

CLASSIFICATION OF GROUPS

A. PRIMARY GROUPS	B. SECONDARY GROUPS
<ul style="list-style-type: none">- personal and intimate relationship- face to face communication- permanence duration- a strong sense of loyalty or "we" feeling- small in size- informal structure- traditional or non-rational decision-making	<ul style="list-style-type: none">- Large- impersonal, aloof relationship- indirect communication- temporary duration- weak group cohesiveness based on self-interest- rational decision-making- formal structure

GROUP BOUNDARIES

A. IN- GROUP

- group with which the individual identifies and which gives him sense of belonging, solidarity, camaraderie, esprit de corps, and a protective attitude toward the other members.
- The members are loyal to each other and share common norms, activities, goals and background.

B. OUT-GROUP

- viewed as outsiders by the in-group;
- Any member of the in-group has insufficient contact with the members of the out-group
- Members of the in-group have feelings of strangeness, dislikes, avoidance, antagonism, indifference and even hatred toward the out-group

C. REFERENCE GROUP

- Group that is significant to us as models even though we ourselves may not be a part of the group.
- Is one which an individual does not only have a high regard for but one after which he or she patterns his/her life
- Its central aspect is self-identification rather than actual membership

TYPES OF GROUP BOUNDARIES

A. FORMAL GROUP BOUNDARIES

- groups in which duties and privileges are clearly defined and expectations are prescribed, independent of the person who happens to occupy a given position
- Individual roles are explicitly designed as president, v-president, secretary, and treasurer
- With constitution or set of by-laws

B. INFORMAL GROUP BOUNDARIES

- Arises spontaneously out of the interactions of two or more people
- They are unplanned, have no explicit rules for membership, and do not have specific objectives to be attained
- The members exchange confidences, share a feeling of intimacy and acquire a sense of belongingness.

CONSEQUENCES OF GROUP BOUNDARIES

- a. people gain a clearer sense of their diversity
- b. ethnocentrism may grow
- c. serious personal and social problems may arise

Functions of Social Groups

We typically belong to a certain type of social group, with each group having its own functions.

The primary group plays a vital part in the socialization process. It forms the social nature and ideals of individuals especially in shaping the culture and personality where a person learns social norms, beliefs, morals, and values. On the other hand, secondary group members tend to relate to others only in specific roles and for practical reasons. This group helps in fulfilling various types of human needs and brings about social awareness and social change. Also, this group helps fulfill various special interests in such fields as sports, dance, music, and others.

An in-group may form within our secondary group such as our workmates, group mates, or assembly which functions as a group of people who can connect with each other because of their sense of identity and belongingness while out group functions as a competitor or rival group that an individual is opposed to.

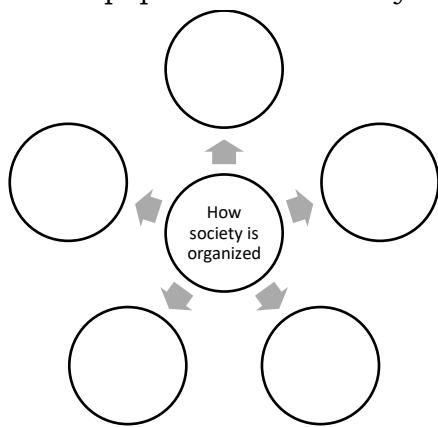
Reference group provides a standard of measurement. This group has a strong impact on how a person thinks and acts as it may serve as guide to a member's behavior and social norms. Thus, networks function as a social media influencer.

Social networks are influential in a wide range of online platforms used for building social relationships with other people including sharing of political opinions, likes and dislikes, and can even show trending societal issues or personalities.

ACTIVITY 1: You may do this!

Directions:

1. Complete the concept map below by writing inside the small circles the ideas or concepts on how society is organized.
2. Answer the questions that follow.
3. Use a separate sheet of paper for this activity.



1. What are the different sociological perspectives about social groups?
2. What are the different forms of social groups in our society?
3. Why are there various social groups formed in our society?
4. How important are social groups in our society?

ACTIVITY 2: My Social Group Collage

Directions:

1. Collect or ask pictures from your family, friends, schoolmates, clubs which you are a member of, your favorite girl groups or boy groups, and your friends in social media.
2. Paste the pictures on a short bond paper. Showcase your creativity by adding a variety of designs and artworks in your collage.
3. Your output will be given points based on the following criteria:

Rubrics

Criteria	Score
Creativity (artistry)	5 pts.
Content (relevance to the topic)	5 pts.
Originality (uniqueness, own work)	5 pts.
Timeliness (submit on time)	5 pts.
Total	20points

ACTIVITY 3: Compare and Contrast

Directions: Based on what you have learned, compare and contrast the following concepts. Use a separate sheet for this activity.

Concept	Similarities	Differences
Primary Group and Secondary Group		
In-Groups and Out-Groups		
Reference Groups and Networks		

1. Why are there various social groups in our society?
2. How do these social groups function in our society?
3. How do these social groups shape the beliefs, behavior, personality and other aspects of culture of an individual?



Deepen

ACTIVITY1: Research Work

Although all of us belong to different social groups in our society, some experience more difficult challenges with the group of people around them.

In this activity you are going to make a research paper concerning one of the issues affecting social groups in our society.

Directions:

1. Choose only one from the following topics:
 - A. Family problems of Filipino children
 - B. Peer pressures experiences of teenagers
 - C. Cyber bullying problem on social media
2. Write a research paper about the topic you have chosen using the simple research outline provided below as your guide.

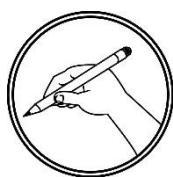
Simple Research Outline

- I. Research Title:
- II. Short Introduction of the topic
- III. Statement of the Problem (Provide at least 3 questions related to the topic)
- IV. Data Presentation (Support your presentation by using data from credible online sources)
- V. Conclusion
- VI. References

3. You are given one week to finish the research.
4. Your paper will be scored based on the following rubrics.

Rubrics

Criteria	Score
Percentage Content (ideas, facts, information)	30%
Organization (presentation of thoughts)	20%
Grammar (correct grammar and spelling)	20%
Originality (not copy paste)	20%
Timeliness (submit on time)	10%
Total	100%



Gauge

ACTIVITY1: Post Test

Directions: Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. The Philippines national dragon-boat team represented our country during the SEA Games in the traditional boat race. They competed against other teams in Southeast Asia. The team considered the opponents of the Philippine team as their _____.
 - A. In-group
 - B. Network
 - C. Out-group
 - D. Reference Group



Answer Key

Practice Test

1. c
2. d
3. d
4. c
5. c
6. b
7. a
8. c
9. d
10. b

Post Test

10. c
9. d
8. d
7. a
6. b
5. b
4. c
3. d
2. d
1. b

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