ACTIVITY-RESPONSE 3

*Applying Sociological Perspectives*

Rationale:

Traditionally, sociological perspectives have not readily considered concerns on the environment-society relations. However, as environmental issues are also social issues, sociological perspectives become increasingly relevant in the analysis of these problems. Thus, using the discussion on these sociological perspectives during previous lectures, the students are tasked to apply these perspectives in examining issues and problems concerning the environmental and natural resources.

Objective:

Activity-Response 3 aims to engage the students into the discussion of the three major sociological perspectives as applied to forestry and environmental problems.

Instructions:

1. Pick out an activity partner.
2. Discuss with your partner the activity especially in terms of assigning tasks for each member.
3. Finish by filling out the template provided at the end.
4. Send as email text, not attachment.

Activity:

1. Identify and define a forestry issue. Be specific in your description.
2. Define the issue your group would like to tackle (one paragraph only). Use 5 sentences in your definition. (WC: 20 words)
3. For each perspective, recall the five (5) assumptions learned in class. Cite in a short sentence each assumption. (WC per cell: 10 words)
4. Propose a solution in terms of how each assumption would examine/analyze the problem (at most 3 sentences each of the assumption). (WC per cell: 20 words)

Expected Output:

* Filled-up template; NO ATTACHMENTS PLS; Send as direct email text.

Guide Question:

* How would (functionalist, conflict theorist, or symbolic interactionist) propose a solution to this issue?

Definition of Problem (5 sentences only):

Structural Functionalist Perspective: (Last Name of Student)

|  |  |
| --- | --- |
| Assumption | Problem definition/details |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

Conflict Perspective: (Last Name of Student)

|  |  |
| --- | --- |
| Assumption | Problem definition/details |
| 1.Societies are arenas with groups with conflicts in interests | Providing power to community households or families except for government offices whether to permit legal loggings to companies in their place. |
| 2. Conflicts among classes and groups | Establish a single EIA department for each LGU to check loggings in the forests located in their municipalities |
| 3.Characterizes on-going practices and institution as structures of domination | Different LGU’s within the vicinity of the target forest create subjective criteria for qualifications of having legal permits |
| 4.Reconceptualizes what functionalism terms as values | Requiring commercial companies to obtain a permit to control the amount of trees being logged and pay appropriate tax |
| 5.Causes of social change that compromises other parties’ benefits | Imposing expensive amounts of application fees for license to only allow richest and largest commercial loggers prohibiting others to have permits |

Symbolic Interactionist Perspective: (Last Name of Student)

|  |  |
| --- | --- |
| Assumption | Problem definition/details |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

Deadline:

* **March 23, 2018** (FRI) at 11:00 p.m.
* Send to: [sffgcourse@gmail.com](mailto:sffgcourse@gmail.com)
* Subject line: AR3-Section-Last names of all group members
* CC: email addresses of the group mates
* Noncompliance to prescribed format: -5