A Research Paper Outline and Format

I. Title Page
   a. The Optimizing of Successful Social Uniting Networking Relationships
   b. Sociology 101: Introduction to Sociology
   c. Spring Semester 2019
   d. Instructor Richard R. Hanson
   e. Students Name
   f. 1 separate page

II. Abstract
   a. The student will begin this section as well as the Introduction section of the paper by indicating which of the subgroups they will be researching, the participants they will be interviewing, and how they will be conducting their research utilizing the “grounded theory” methodology, the grounded theory “social uniting process” paradigm (introduction section provided) along with “social network theory” (text, pp. 108-111) “status passage theory” (class handout), and one additional relevant article that the student will discover in secondary research databases.
   b. In addition to the Abstract, these theories will also be presented in more detail in the Introduction and Conclusion sections of the paper followed by an even more detailed discussion in the Analysis section integrating all these theories with the student interviews.
   c. Finally, the student will finish the Abstract by briefly outlining the three recommendations they have discovered from their analysis for the optimizing of successful social uniting networking relationships for their participants in their particular social world. Giving a more detail discussion in the Conclusion section of the paper.
   d. Essentially, in the Abstract the student is summarizing what they are doing and what they have discovered in their research and at the same time providing other researchers with information to assist them in deciding whether the students research would be helpful in their research.
   e. To help the student in this Abstract as well as the Introduction section, there is a detailed description of the core grounded theory methodology and social uniting theory including a description of the three dominant sociological paradigms, “functionalism” “conflict theory” and “interaction” that the student will transfer to the Introduction section as is and integrate with the Analysis and Conclusion.
   f. A double-spaced summary of 120 words or less using a12 point font and APA format for citing references in this abstract and throughout the research paper.
   g. 1 separate page-10 potential points.
III. Introduction

a. "Grounded theory methodology" was discovered and developed by Barney G. Glaser and Anselm L. Strauss (Glaser and Strauss, 1967) and focuses upon discovering the defined concerns of the participants in any social world and how they are attempting to resolve those concerns and building a theory through primary data analysis to explain these discoveries; "Generating a theory from data means that most hypotheses and concepts not only come from the data, but are systematically worked out in relation to the data during the course of the research." (Glaser and Strauss, 1967:6)

b. The "social uniting process" is a grounded theory that was discovered and developed by Richard R. Hanson and Sandra J. Woodside (Hanson and Woodside, 2009). The social uniting process is made up of three core hypotheses and stages; social uniting, social disuniting, and social reuniting conditions and variables that can create uniting, disuniting, and reuniting interaction consequences for participants in many different social worlds.

c. The first hypothesis of the social uniting process is: "The higher the degree and number of defined conscious (open awareness) consensualizing (mutual) unconditional positive valuing, caring, committing, communicating, collaborating, compromising, contacting, connecting, and confirming interactions between participants in any given social world, the higher the probability of those participants constructing defined social uniting selves, equalizing, productive, and peaceful networking relationships."

d. The second hypothesis of the social uniting process is: "The lower the degree and number of defined conscious (closed awareness) consensualizing (mutual) unconditional positive valuing, caring, committing, communicating, collaborating, compromising, contacting, connecting, and confirming interactions between participants in any given social world, the higher the probability of those participants constructing defined social disuniting selves, dis-equalizing, less productive, and more conflicting networking relationships."

e. The third hypothesis of the social uniting process is: The higher the degree and number of redefined conscious (reopening awareness) consensualizing (mutual) unconditional positive valuing, caring, committing, communicating, collaborating, compromising, contacting, connecting, and confirming interactions between participants in any given social world, the higher the probability of those participants constructing redefined social reuniting selves, equalizing, productive, and peaceful networking relationships."

f. Define "Social Network Theory" (pp.108-111) in text chapter 5 and "Status Passage Theory" from a class handout, finally include one other research article relevant to your subgroup and integrate these materials with your research paper. 25 points will be awarded for the transfer material and 25 points for integrating network, status passage theory, and one other research article.

g. 6 double space pages (More if needed)- 50 potential points.
IV. Methodology and Research Design

a. The student will conduct two interviews linked with their subgroup social institutional social world. These interviews should reflect as much variation as possible for example: different genders, ages, races, ethnicities, religions, socioeconomic statuses, coupling and family statuses (married and/or cohabitating, with or without children), employment statuses etc. In the coupling and family interview the couples must be outside the students' own family network, in the schooling interview one teacher and one student, in the religious sacred interview, two different religions practitioners, in the political governing interview two different political parties, and in health and health care two different health care providers. Answer the following questions: Where did your interview take place? What other places did you observe your participants? In addition to interviewing, the student is also a “participant-observer” in their social world so look around and observe the surroundings that the interviewees live and work in if the interview is in their living or working environment.

b. State that a “consent form” was signed by the interviewee before the interview to guarantee that the student interviewer will honor the anonymity and confidentiality of all concerned with the research paper and any other interactions.

c. Define and stress the importance of “value neutrality” in these interviews as well as in your observations of the interviewees.

d. Label the interviewees gender, age, race, ethnicity, religion, married, single, employed, unemployed, political party, teacher or student, medical or alternative health career, etc. For example, F26AAMT; Female, 26, African American, married, teacher.

e. 1 double spaced page (More if needed)

f. 10 potential points

V. Analysis

a. Begin this section with the first hypothesis of the social uniting process, and after connecting “data slices” from your interviews with this first hypothesis do the same with the second social disuniting hypothesis, and then the third social reuniting hypothesis. These hypotheses have been presented in the “Introduction” section of this document along with other relevant sociological theoretical concepts and paradigms. Before the writing up of the analysis the student will review the core methodological and theoretical framework and their interviews. The student is looking for repetitive patterns. What are those answers to questions that are illustrating some of the theoretical properties of the social uniting process and their linkage to the defined concerns and efforts to resolve those concerns as expressed by participants in their different social worlds?

b. The student should be aware in the analysis of the three working hypotheses that the uniting, disuniting, and reuniting sequence in the real world is not necessarily linear. Persons can move from social disuniting networking passages to social
reuniting networking passages and from social reuniting to disuniting networking passages very quickly driven by varying conditions and contexts. For example, one of those conditions could be moving from negative disuniting networks to positive reuniting networks with an “reopening awareness” that an existing social networking passage has more negative social disuniting conditions and consequences than positive social uniting or reuniting conditions and consequences in their quest for resolving their concerns. With the reopening of awareness there comes a critical choice juncture of either shifting their network relationships or reconstructing existent network relationships to be more supportive.

c. For each condition make a theoretical statement and then support it with examples from your interviews and observations. For example, from the schooling uniting social world, to optimize the constructing of supporting social uniting networking passages it is first important for students to be aware of those networks and the strategies for connecting and committing with and to these networks. Along with an awareness and the cultivating of these supporting networks, it is important for the student to construct a positive presentation of self with high degrees of conscious consensualizing, valuing, caring, committing, communicating, collaborating, compromising, contacting, connecting, and confirming presentations of their self with their schooling participants to optimize those social uniting supportive and sustaining networks. The constructing of these positive relationship strategies will have positive consequences and will be confirming that a successful social uniting student passage is present. (Hypothesis Number 1). This quote from a student interviewer and their interviewee illustrates Hypothesis Number 1 in action. “Each interview illustrated some of the theoretical properties of the social uniting process and the basis of the first hypothesis. To optimize successful schooling pathways, it was important for the interviewee to value themselves and others, and be conscious, caring, committing, collaborating, and communicating with their schooling others at MJC. Here student M20AASUE supports the first hypothesis and the (consensualizing communicating) variables stating; “The math drop-in tutoring is very helpful because if I just came from a lecture and I don’t understand what the professor said, I can just go to the tutoring table and have someone explain what I wasn’t able to understand in class. Since the tutors are also students we can connect on a more personal level and they understand more about what we are going through.” “Being able to receive help allows people who are struggling to feel more confident in themselves and prevents them from giving up. Asking questions (a peak performance learning strategy) is an important aspect in being successful in school and going to tutoring allows students to ask questions about the class material. With help from the tutors; M20AASUE is reassured to know that he is not alone when he is facing difficulties. The tutors are empowering the students by explaining concepts that are difficult for students and this assists students to succeed in their classes.” He also said, “These connections help me to interact with other schooling participants. I feel more like I am a part of a community.” “This student interviewee through the research process is constructing a conscious consensualizing social uniting networking connection with other students with
high degrees of awareness, consensual valuing of self and others, implementing of multiple positive relationship strategies, and learning techniques, and therefore confirming the high probability of experiencing positive learning outcomes, and a successful graduating status passage.

d. In contrast, a less successful student social disuniting networking passage is highlighted by an interviewer as follows: ‘All of the interviews consisted of examples given by the interviewees that support Hypothesis #2 which explains that there is more disuniting when there is a lack of self-value, and valuing of other’s perspectives and practices, and lesser consciousness, caring, committing, collaborating, compromising, communicating, connecting, and confirming interactions. F25AASUE states a social disuniting experience with her professor that expresses the social disuniting conditions of (less consensualizing collaborating and less consensualizing communicating).’ “I had this one teacher who would not slow down during lecture or provide enough time for his students to ask questions. Afterwards many of the students would feel frustrated, including myself, because many of us could not grasp everything that he taught in class.” ‘M20AASUE felt disunited with his teacher who paced his lectures too quickly and did not allow enough time for asking questions. Student F22LASUE exemplifies a less successful student pathway when there is (less consensualizing committing) in particular.’ She states, “I feel disconnected with those students who have bad attitudes towards class assignments or blame teachers for things they don’t understand without even trying and doing all that they can. I had a classmate last semester who missed classes and would blame the teacher for not knowing what is happening in the class.” Here is another perception expressed by some students that has social disuniting consequences. I am just an average or below average student and I just want to get by and achieve an average GPA (2.0) and graduate. However, I have a hard time connecting with several of my professors, some of them are less clear in communicating the course material than others. Also, some of them are less flexible in changing their scheduling of exams when I was having family and work challenges. Consequently, I have flunked two courses, have a low GPA, and will probably not graduate. This will disappoint a lot of folks, including myself. This student is constructing a social disuniting networking passage confirming with a high degree of probability that they will experience lesser learning outcomes and a successful graduating schooling passage. (Hypothesis number 2)

e. In the third reuniting hypothesis, the core theoretical conditions and strategies are being reconstructed to a higher degree resulting in a more conscious consensualizing valuing, caring, committing, communicating, collaborating, compromising, communicating, contacting, connecting, integrating, and thus confirming of a redefined consensualizing revaluing, reuniting and more positively valued presentation of a student self with their schooling participants. Here again is a common student perception from a student. I have had some more supporting professors as well as lesser supporting professors (positive conscious consensualizing conditions versus lesser positive conscious consensualizing conditions). When I have come up with a professor that is less clearly communicating the course material and willing to be flexible when I have had
scheduling problems at work and missed a couple of exams, I have become
discouraged and disconnected from them, and considered dropping some of these
classes. (Hypothesis 2). However, I was very committed to doing well in their
classes, particularly for those in my major, so I began asking more questions
when I didn’t understand something. I also got together with my professors on a
one-to-one basis in their office. (social reuniting strategies). I found in their
office hours that when I shared my commitment to their class along with my
employment scheduling problems, I was able to connect with them in a more
personal, comfortable, and clear communicating way. Also, I honestly shared my
concerns about understanding some of the course material and stressed how
important their class was for me. It was important not only to achieve a high
enough GPA, but also very important to learn the course material to insure my
schooling & career goals. After these conversations we became more connected,
and I found these professors were more willing to work with me, recommending
other MJC services to help me, and I was able to experience more redefined
reuniting conscious consensualizing caring, committing, communicating,
collaborating, contacting, connecting, and confirming interactions, and thus
overcome my work relationship challenges along with others. This contact helped
me succeed in meeting my goals. I was then able to utilize the learning
techniques, technologies, and tutoring programs available in the Library and
Learning Centers. These reuniting conditions resulted in my graduating with an
A.A. degree in three years and transferring successfully to a four-year college.
Here we have the student constructing a conscious successful social reuniting
networking schooling passage that confirmed that this student would experience
more learning outcomes, and a successful social reuniting graduating schooling at
MJC and beyond.

f. These theoretical analytical discoveries as indicated would be followed by a
specific quote from an interview or an observation. If a direct quote put it in a
double quote format (“”) and put a paraphrased quote in a single quote format (‘).

g. 10 double spaced pages (More if needed)

h. 100 potential point.

VI. Conclusion

a. What did the student learn through this research process about the importance of
building social uniting networking relationships for your interviewees in any
given social world? Also, let us keep reminding ourselves that the social uniting
process and the three hypotheses are a “work in progress” and that your analysis
contributes to that progress.
b. What are the three recommendations that you have for optimizing the
construction of conscious successful social uniting relationships, networks, and
action programs in the social world that you are researching?
c. 1 double spaced page (More if needed)
a. 50 potential points plus 25 for sharing conclusions a total of 75 potential points.
VII. Appendix A: The Interview Questions and Answers

a. Here is where the student will list the questions and answers from their interviews. The number of double-spaced pages will be determined by how extensively the student developed their interviews. Label these interviews Appendix A. An interview script and interview schedule of questions was made available to students for each of the five social worlds.

b. Double spaced pages

c. 30 potential points

VIII. Appendix B: The Interview Interaction

a. Answer the following five questions relative your interview.

b. How did you choose your interviewee? 2. Where was the interview conducted? 3. How long did it last? 4. Did your interviewee have problems with any of the questions? If so, which ones, what was the problem? and how did you overcome it? What non-verbal cues did you pick up? What is your perception of your interviewees comfort level, as well as your own, on a scale of 1-10?

c. Number of double space pages as needed

d. A potential of 5 points

IX. Informed Consent Forms

a. Two informed consent forms.

b. A potential of 10 points. Attach at end of References.

X. References:


b. Students will add any additional references that they discovered to be relevant.

c. One double space page

d. 10 potential points.
Defining the Causal Conditions and Variables of the Social Uniting Process:

Here is the current conceptualizing of the core causal conditions and variables of the social uniting process of conscious consensualizing unconditional positive valuing, caring, committing, communicating, collaborating, compromising, contacting, connecting, and confirming interactions in an “ideal type” first stage social uniting relationship pattern.

1. Consensualizing is the process that involves being in and/or becoming into consensual agreement with other and their definitions of concerns, perspectives and practices, and their efforts to resolve those concerns in any given social world. Another dimension of consensualizing along with agreement is being in and/or becoming into mutual awareness of an agreement with others and their definitions of concern and efforts to resolve those concerns. A third dimension of this process is being in and/or becoming into mutual agreements for change strategies to translate this process into grounded social unifying-uniting action programs optimizing positive, productive, and peaceful relationships.

2. Consensualizing consciousness is being in and/or becoming into consensual agreement and awareness of one’s own existence, sensations, thoughts, emotions, and defined concerns and efforts to resolve those concerns along with the concerns of others. On-going scientific human behavioral and social scientific research is increasingly viewing consciousness as existent in all forms of matter. Also, the fact that there are varying states or levels of consciousness in human beings reflecting in their brain functioning and patterns that have consequences for shaping human perception. This includes the defining and designing of the relationships towards oneself, and others, nature, and/or to a trans-personal self and/or trans-natural sacred. It has been hypothesized by some behavioral and social scientists that the higher the level of consciousness the higher the probability of experiencing an unconditional positive valuing and unifying with one’s self and others.

3. Consensualizing valuing involves being in and/or becoming into consensual agreements and awareness with others in their defining of self and/or another individual’s or collectivities social value in any given social world. In American society, we value self and/or others, positively and/or negatively, on their socioeconomic status, gender, race, ethnicity, age, sexual orientation, education occupation, family status, lifestyle, beauty, personality, talents, accomplishments, mental and physical health, along with miscellaneous other sociocultural value and normative perspectives and practices. This consensualizing valuing process involves both individuals and collectivities constructing sociocultural values that become the most dominant and sacred sociocultural value orientations in any given social world and contrasted with the variant lesser valued socio-cultural value orientations.

4. Consensualizing caring is feeling, and/or showing and sharing compassion and loving attitudes and actions towards oneself and others, along with being in and becoming into mutual agreements and into a mutual awareness of agreements
with, and towards others, and their defined concerns and efforts to resolve those concerns.

5. Consensualizing committing is to make a pledge to follow through verbally and in one’s action and interaction on a promise.

6. Consensualizing communicating is a pervasive variable that integrates all the other consensualizing processes. It is the action of conveying the informational messages through a variety of means being in and/or coming into mutual agreements and mutual awareness of agreements with oneself, and others, and their defined concerns and efforts to resolve those concerns.

7. Consensualizing collaborating is cooperating and working together in the constructing of mutual agreements and a mutual awareness of agreements with other defined concerns and constructing joint efforts to resolve those concerns.

8. Consensualizing compromising is a settlement of differences in which each side makes concessions in their defined concerns and their efforts to resolve those concerns and discover consensualizing “common ground” solutions. This is in stark contrast to competing, conflicting, over-controlling disconsensualizing interactions that have social disuniting consequences with less positive, productive, and peaceful relationship outcomes.

9. Consensualizing contacting is a coming together in action and interaction with other individuals and/or collection of individuals.

10. Consensualizing connecting involves joining together with individuals and/or collectivities in interaction with shared mutual concerns and efforts to resolve those shared concerns in varying social worlds. When there is high degrees and numbers of “integrating” consensualizing variables in these connecting interactions there is a high probability that connecting interactions will be transformed into social reuniting-uniting interactions.

11. Consensualizing confirming is the clustering of validating and verifying indicators that emerge when the defined conscious consensualizing processes involved in the social uniting process are expressed in their “ideal type” positive expression.

When all these social uniting variables in high degree and numbers are integrating and moving upward from the social disuniting variables of the second hypothesis, stage three of the grounded theory social reuniting process is emerging and manifesting in a “moving equilibrium” pattern of social reuniting-uniting interactions. If this moving equilibrium is then translated and applied into grounded social uniting action programs more positive, productive, and peaceful relationships will be experienced.

The social reuniting stage of the social uniting process can be linked to the many social movements that have been socially constructed to reverse defined social disuniting conditions and consequences experienced by specific individuals and collectivities. For example, the civil rights and feminist movements in the context of American society as well as many other societies clearly illustrates these efforts to revalue and reunite individuals and collectivities into the mainstream of a social uniting society.
The social uniting process is also integrative with the three sociological mainline theoretical perspectives. For example, one can see in hypothesis number one of the social uniting process the insights of the “functionalist” theoretical approach and its emphasis upon the importance of maintaining the stability of any society through having high degrees of consensus (agreements) in the dominant sociocultural values and the need to construct cooperation (collaboration) in implementing these values to insure social integration (social uniting) in the social institutions of marriage and the family, education, religion, government and economy, and health and health care.

Also, in hypothesis number two of the social uniting process, the social disuniting stage, the insights of the sociological “conflict” theoretical approach are clearly expressed with its emphasis upon the devaluing and disempowering of some members of society by those members of society who have more power. Consequently, there is a continuing process of conflict between those members of society with that power and others who are struggling to achieve equality in the varying social institutions of society.

Finally, the “symbolic interactionist” theoretical approach pervades all the other theoretical approaches, including the social uniting process in its foundational explanation of human behavior: “The first premise is that human beings act toward things on the basis of the meanings those things have for them... The second premise is that the meanings of such things are derived from, or arises out of the social interaction that one has with one’s fellows. The third premise is that these meanings are handled in and modified through an interpretive process by the person in dealing with the things he [or she] encounters.” (Blumer, 1962:571-572)

The students will be provided with a sampling of outstanding student papers from last semester to help them in the production of their own paper. It is important that the students begin their interviewing process early in the semester to insure the creation of the best possible papers.

Also, it is important that the students connect with the instructor as well as the research librarian Stella Beratis in the West Campus Library and Learning center to answer any questions that they may have about this research project and paper.

Professor Hanson will be available in his office hours as indicated in the course syllabus and welcomes students to get together with him as soon as any questions come to mind that need explanation. Also, the student is encouraged to bring up questions during the class and if necessary, Professor Hanson will come early to class and/or stay after class to help students.

Richard R. Hanson
Sociologist