ASA TRAILS Resources

*Our Social World 6e*

# Chapter 2: Examining the Social World: How Do We Know?

1. [Education and the Conflict Perspective: A College Admissions Committee Activity](http://trails.asanet.org/Pages/Resource.aspx?ResourceID=12864)

This in-class activity is designed to illustrate the conflict perspective and to further a student’s understanding of how the education system perpetuates economic, gender, and social class inequalities. In this activity, students take on the role of a college admissions committee member and assess potential candidates for admission in small groups. As small groups decide on whom they will admit, the instructor gives updates that change the admission process’ dynamics. As the updates come in, students will be challenged to address the real-life constraints and wrestle with which candidate to admit. This activity engages the entire classroom and requires students to interact directly with their classmates in their discussion of education system and the conflict perspective.

**Resource Type(s):** Class Activity

**Authors(s):** Todd W. Ferguson

**Date Published:** 2/23/2015

**Subject Area:** Education

**Class Level:** Any

**Class Size:** Any

**Language:** English

2. [Making Marx Accessible: Understanding Alienated Labor through Experiential Learning](http://trails.asanet.org/Pages/Resource.aspx?ResourceID=13226)

The authors introduce an exercise designed to make Marx’s theory of alienated labor accessible to students in a Sociology of Work class. Through a role-playing activity where students create and sell goods under conditions of both alienated and nonalienated labor, students actually experience the different material and social consequences of these conditions. The article briefly describes the exercise and shows how it can be used with Marx’s original writings. We assess the effectiveness of the exercise, using students’ answers to open-ended questions about the activity, and discuss possible limitations.

**Resource Type(s):** Class Activity

**Authors(s):** Kylie Parrotta, Alison Buck

**Date Published:** 10/1/2013

**Subject Area:** Marxist Sociology

**Class Level:** Any

**Class Size:** Medium

**Language:** English

3. [The Four Sources of Evidence](http://trails.asanet.org/Pages/Resource.aspx?ResourceID=12644)

This in-class activity is designed to introduce beginner-level students to the four major sources of evidence (ethnography; surveys; experiments; and archival documents/texts) used in most sociological research. After students have read the assigned textbook chapter on methods and heard a lecture about the same subject I distribute the four activity sheets (“Methods Activity A/B/C/D”). Students are then asked five questions that ask them to apply the information about research methods learned via the textbook and lecture. When students are done performing their individual activities, for additional practice, instructors may also lead students in a discussion using the “sources of evidence chart” by having them fill in each of the cells.

**Resource Type(s):** Class Activity

**Authors(s):** Daniel T. Buffington

**Date Published:** 10/18/2012

**Subject Area:** Introduction to Sociology/Social Problems

**Class Level:** College 100

**Class Size:** Any

**Language:** English