ASA TRAILS Resources

*Our Social World 6e*

# Chapter 7: Stratification: Rich and Famous—or Rags and Famine?

1. [Identifying Privilege and White Fragility](http://trails.asanet.org/Pages/Resource.aspx?ResourceID=13019)

The purpose of this activity is to give students a better understanding of racial privilege by having them identify “White Fragility”—when the least amount of racial stress provokes emotional and behavioral defensive moves, such as anger or evasion. This activity assesses students’ comprehension of White Fragility and students’ ability to understand the impacts of privilege on understanding race relations. In Part I, students review group privilege and White Fragility through an instructor guided class discussion. In Part II, students form groups to complete a handout. Students use the handout to match 10 triggers of racial stress to potential responses to such triggers. Finally, Part III has students write a critical reflection paper about the activity.

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

**Authors(s):** Brennan Miller

**Date Published:** 7/7/2016

**Subject Area:** Race and Ethnic Relations

**Class Level:** Any

**Class Size:** Medium

**Language:** English

2. [Everybody Eats: Using Hunger Banquets to Teach about Issues of Global Hunger and Inequality](http://trails.asanet.org/Pages/Resource.aspx?ResourceID=13166)

Experiential and active learning exercises can benefit students in sociology courses, particularly, courses in which issues of inequality are central. In this paper, we describe using hunger banquets—an active learning exercise where participants are randomly stratified into three global classes and receive food based on their class position—to enhance students’ knowledge of global hunger and inequality. Quantitative and qualitative analysis of students’ learning and engagement in three hunger banquets found that students had increases in perceived knowledge of the amount, severity, and causes of global hunger.

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

**Authors(s):** Deborah Harris

**Date Published:** 7/1/2015

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

**Class Level:** Any

**Class Size:** Any

**Language:** English

[3. Analyzing Contemporary Social Issues in a Global Context](http://trails.asanet.org/Pages/Resource.aspx?ResourceID=12810)

Using the Google Public Data World Development Indicators (http://www.google.com/publicdata/explore?ds=d5bncppjof8f9\_) that have been constructed by the World Bank, students will examine the commonalities and disparities with respect to contemporary social issues in a global context. They will compare poor nations with medium income nations with affluent nations. Students will also consider specifically how social well-being and development indicators in the United States compare to other nations and the trajectories of change over time.

**Resource Type(s):** Assignment

**Authors(s):** Bhavani Arabandi, Stephen Sweet, Alicia Swords

**Date Published:** 10/9/2014

**Subject Area:** Political Economy

**Class Level:** Any

**Class Size:** Any

**Language:** English