ASA TRAILS Resources

*Our Social World 6e*

# Chapter 10: Family and Education: Institutionalizing Socialization

1. [Families in the News](http://trails.asanet.org/Pages/Resource.aspx?ResourceID=13021)

The objective of this assignment is to give students the opportunity to apply their sociological imagination to a “real world” social problem facing families. Students will engage in individual investigation, finding a reputable information source, and critically analyze the news media. This activity is intended for the later part of the semester after students have built a foundation of knowledge of the sociology of families. The relevance of sociological ideas, theory, and research extends to the everyday happenings in our personal/social lives and the world around us. In this assignment, students will find one current event/news story that relates to families that appears in a reputable news source. Discuss the basic issues/ideas, and discuss how sociology helps you understand the content.

**Resource Type(s):** Assignment

**Authors(s):** Virginia Little

**Date Published:** 5/12/2016

**Subject Area:** Family

**Class Level:** College 200

**Class Size:** Any

**Language:** English

2. [“In 10–15 years . . .”: Imagining Our Future Families](http://trails.asanet.org/Pages/Resource.aspx?ResourceID=12916)

This learning activity insists that students use their imaginations to think about what their families will look like in 10 to 15 years through actively, anonymously, and critically engaging with each other. Through anonymously filling out a handout about their future families and sharing with their peers, this activity will introduce or familiarize students to sociology of family concepts such as family of origin, household division of labor, traditional marriage, neotraditional/nontraditional marriage, breadwinning, caretaking, ideology, and heteronormativity, among many other possibilities. This activity can span anywhere between 30 and 60 minutes and a review of essential concepts will be needed.

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

**Authors(s):** Brandi Lee Perri

**Date Published:** 8/18/2015

**Subject Area:** Family

**Class Level:** Any

**Class Size:** Any

**Language:** English

3. [Marriage Contract](http://trails.asanet.org/Pages/Resource.aspx?ResourceID=10085)

The goal of this exercise is to raise student’s awareness of the gendered division of household labor, and how the responsibilities of the second shift are managed in domestic relationships. In addition, students are required to consider their own ideal scenario for managing how the division of labor will be (or should be) organized in their future (or current) relationships.

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

**Authors(s):** Marcia Hernandez

**Date Published:** 4/26/2010

**Subject Area:** Sex and Gender

**Class Level:** College 200

**Class Size:** Any

**Language:** English

### 4. [Stepping into Inequality: An Activity to Prepare Students for Understanding an Unequal Education System](http://trails.asanet.org/Pages/Resource.aspx?ResourceID=12641)

Motivated by experiential learning strategies and critical self-reflection, this activity aims to introduce students to educational inequality and the effects of race, class, and gender within the education system. Doing the “Educational Steps” activity enables students to not only critically reflect on their own educational experiences but to also understand the diversity of experiences in the classroom. The unique value of this activity is that students are encouraged to expand their knowledge of the educational system based on their own past experiences as well as those of their classmates: The social difference between themselves and others are communicated by the physical difference between students. We present data that suggest that this activity increased the students’ knowledge of education inequality.

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

**Authors(s):** JoEllen Pederson, Patrick McGrady, and Hanna Jokinen-Gordon

**Date Published:** 8/14/2012

**Subject Area:** Education

**Class Level:** College 100

**Class Size:** Any

**Language:** English

5. [Differential Outcomes and Socialization](http://trails.asanet.org/Pages/Resource.aspx?ResourceID=12808)

Merton (1968) identifies manifest functions as the intended and expected functions of an institution while latent functions are unrecognized and therefore unintended outcomes of social processes. For example, while we all agree one manifest function of higher education is obtaining a degree, a latent function can be the interactions of young people that can lead to marriage. Though nothing is explicitly wrong with this latent function of higher education, it brings to question “how things are done” in our social world (Berger & Luckmann, 1967). This group work project is designed to encourage discussion of other processes at all levels of our education system that serve manifest and latent functions and critically discuss the potential outcomes of unrecognized processes. Through group work and class discussion, students will gain a better understanding of how the production and reproduction of social institutions can result in different outcomes for individuals from different standpoints.

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

**Authors(s):** Jerome M. Hendricks

**Date Published:** 8/8/2014

**Subject Area:** Stratification/Mobility

**Class Level:** Any

**Class Size:** Any

**Language:** English