ASA TRAILS Resources

*Our Social World 6e*

# Chapter 3: Society and Culture: Hardware and Software of Our Social World

1. [Using Everyday Life to Illustrate Durkheim’s Organic Solidarity](http://trails.asanet.org/Pages/Resource.aspx?ResourceID=12813)

Martin Luther King Jr., a famous sociology major, once remarked, “Before you finish eating breakfast in the morning, you’ve depended on more than half of the world.” Drawing inspiration from this quote, students are asked to describe what they did in a given day to illustrate the individualism, diversity, and interdependence that is associated with Durkheim’s concept of Organic Solidarity. Learning outcomes include a stronger grasp of the political context in which Durkheim was writing, as an increased ability to apply organic solidarity, an abstract theoretical concept, to student lives.

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

**Authors(s):** Chris Hardnack

**Date Published:** 8/26/2014

**Subject Area:** Theory

**Class Level:** Any

**Class Size:** Any

**Language:** English

2. [Human/Non-Human Animal Boundary Maintenance Through Language](http://trails.asanet.org/Pages/Resource.aspx?ResourceID=13016)

This 30-minute exercise is designed to help students recognize how socially constructed conceptual boundaries between humans and non-human animals are created and maintained through language. As the English language is laden with phrases and expressions that link humans and non-human animals through similes and metaphors (e.g., “strong as an ox” and “raining cats and dogs”), these phrases and expressions demonstrate human/non-human animal differences by blurring the boundaries through rhetorical comparison. To determine and understand what these boundaries are and what they mean, this activity requires students to identify examples of figures of speech that compare humans and non-human animals in some way, after which it requires students to critically analyze these expressions through a deconstruction process.

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

**Authors(s):** Kelly L. Markowski

**Date Published:** 4/24/2016

**Subject Area:** Animals and Society

**Class Level:** Any

**Class Size:** Small

**Language:** English

3. [The “What’s in a Name?” Exercise](http://trails.asanet.org/Pages/Resource.aspx?ResourceID=12960)

This exercise seeks to have students learn about the significance of names in American society. Students with American sounding names are favored by teachers and peers and their names are rarely mispronounced, made fun of, or given nicknames. Students from minority or immigrant groups have names that are often made fun of, mispronounced, and given nicknames. This “Americanization” of a name is part of the assimilation process. There are personal costs, such as shame, to this renaming, for the individual and their family. The failure to correctly pronounce these “foreign sounding names” contributes to the ongoing hegemony of American names. The exercise is designed to have students in the class who tend to be members of dominant groups learn about the privileges they have received from having a familiar name and to learn about the costs experienced by students who have accepted the nicknames they have been assigned. Students who have gone along with accepting their nicknames rather than their family given name can discover how their adoption of this name has affected their self-image and diminishing of their culture.

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

**Authors(s):** Jerome Rabow, Keisha E. Payne, Zachary Philyaw

**Date Published:** 4/6/2016

**Subject Area:** Social Psychology

**Class Level:** Any

**Class Size:** Any

**Language:** English