ASA TRAILS Resources

*Our Social World 6e*

# Chapter 5: Interaction, Groups, and Organizations: Connections That Work

1. [Hubble and #Hashtags: Teaching Tips and Assignments for Major Theoretical Perspectives](http://trails.asanet.org/Pages/Resource.aspx?ResourceID=12909)

Students often have difficulty with major theoretical perspectives, specifically (1) what their purpose is and (2) keeping them straight in their minds. First, I use the Hubble Space Telescope as a parallel to these perspectives. Images of galaxies and planets viewed telescopes with different filters and lenses look drastically different in different wavelengths. Similarly, social phenomena appear different when viewed through different theoretical perspectives. Second, I use “Twitter translations” to aid students in mentally organizing and recalling these perspectives. By invoking something so prevalent in their lives and using short but memorable summaries, they find them easy to relate to and remember. I have developed an assignment that uses both of these teaching techniques to assess students’ ability to apply and think critically about major theoretical perspectives.

**Resource Type(s):** Assignment, Image, Lecture

**Authors(s):** Will LeSuer

**Date Published:** 9/9/2015

**Subject Area:** Theory

**Class Level:** College 100

**Class Size:** Any

**Language:** English

2. [The Anomie Conspiracy](http://trails.asanet.org/Pages/Resource.aspx?ResourceID=12825)

The concept of anomie plays a large role in the understanding of social behavior and thus, emerges as a recurring theme in the study of society. However, students in introductory sociology courses often do not have clear understandings of anomie and the way that it can affect social behavior. Exposing students to anomie, however, makes them aware of how it feels, how people react to it, and why they react as they do. As this article explains, an exercise in which students create anomie within the classroom enforces the idea that the tendency to deviate increases as the level of anomie increases. Students who took part in this exercise understood the relationship between anomie and deviance significantly better than students who did not take part in the exercise did.

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

**Authors(s):** Debra Wetcher-Hendricks

**Date Published:** 9/18/2014

**Subject Area:** Deviant Behavior/Social Disorganization

**Class Level:** College 100

**Class Size:** Any

**Language:** English

3. [McJobs and Pieces of Flare: Linking McDonaldization to Alienating Work](http://trails.asanet.org/Pages/Resource.aspx?ResourceID=13235)

This article offers strategies for teaching about rationality, bureaucracy, and social change using George Ritzer’s The McDonaldization of Society and its ideas about efficiency, predictability, calculability, and control. Student learning is facilitated using a series of strategies: making the familiar strange; explaining McDonaldization, self-investigation, and discovery; and exploring and implementing alternatives. Through assignments, class exercises, and films, students contextualize modernity and its unintended negative consequences by viewing McDonaldization though the lenses of work and jobs. These strategies provide a framework to help students understand key concepts, critique McDonaldization, and formulate positive ways to cope with Weber’s iron cage.

**Resource Type(s):** Assignment

**Authors(s):** Linda Ann Treiber

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

**Subject Area:** Organizations, Formal and Complex

**Class Level:** Any

**Class Size:** Any

**Language:** English