

Kijana Crawford Teaching Metaphor

Salad maker

I am a salad maker. I like to take the various ingredients (students) and look at them as individuals with their unique taste, aroma, etc. I look at their social indicators, race, gender, religion, etc. These ingredients (carrots, tomatoes, cucumbers, etc) are my students. Each are encouraged to retain their own uniqueness and their uniqueness adds special flavors to enhance the whole. The classroom is made richer by the number and variety of its ingredients (students and the various skills they bring to the salad bowl. Students learn in diverse and wonderful ways, including ways that bypass me and often do not require the classroom or myself. The ingredients (students) in the vast salad bowl must have me the educator which is the "dressing." I do not simply pour myself over the top of the salad. Instead, I am faced with the dilemma as to how to nurture the expertise needed to instruct the many new people who continue to come to my classroom the salad bowl...

As the salad dressing, I encourage students to think critically, stretch their imaginations, and embrace the spirit of intellectual exploration. Education in my classroom is built on the principle that excellence requires freedom-that students who love what they learn become deeply invested in their academic studies.

I create a classroom that is focusing on learning-not teaching. My students who learn are the finest product of what I have taught.

Foundations of Sociology

Course Context:

This is an introductory course with no pre-requisites, and this course serves as a pre-requisite for intermediate level sociology courses.

Course objectives:

Students will be able to analyze carefully and logically information and ideas from multiple perspectives.

Students will be able to write, read, speak and listen, perform quantitative analysis, and use information resources and technology.

Students will be able to interpret information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.

Students will be able to plan and organize disciplinary ways of knowing and to apply them to specific issues and problems.

Students will be able to interpret their own cultural tradition and to evaluate
And analyze the diversity of the human experience, both within the United States and internationally.

Students will be able to synthesize judgments with respect to individual conduct, citizenship, and aesthetics.

Ancillary skills:

Peer teaching-Teams of students will be assigned to investigate different aspects of the same problem.

Works in teams/groups-Critically assess information on the internet.

The iPodification of Society

Problem: How can the iPod be an educational experience?

Goals: Connect new knowledge to prior knowledge.
Connect prior knowledge to new knowledge.
Self-create new knowledge and understanding.
Practice meaningfully with feedback.
Reflect on knowledge and understanding critically.
Develop appropriate study skills, strategies, and habits.
Learn concepts and theories in this subject.

Successes: iPod is mobile/portable.

24/7 Access.

iPod is versatile.

Obstacles: Accessibility for students with disabilities-clips must be captioned.

Racial and Ethnic, and Gender Messages

Content Analysis of Popular Songs

Foundations of Sociology

Introduction

Think of how you feel when you hear one of your favorite songs. Music, as we realize, is much more than just entertainment. It provides a commentary on many aspects of our lives, both positive and negative. It helps people relate to situations that they have faced, or better understand those that they have not yet faced. It stirs a variety of emotions,

while simultaneously providing people with an emotional outlet. In short, music makes a statement about life, while also impacting life.

What connection, then does music have with sociology? The answer is: Quite a bit. Because music so often reflects what happens in our world, it can be a particularly useful learning tool. Thus, this exercise is designed to demonstrate, through music, the usefulness of the concepts that we have been discussing in class. The exercise gives you an opportunity to apply the theories and concepts we have been learning to music. This process should help clarify concepts. Hopefully, it will demonstrate the utility of sociology, because you will be able to see theory in action.

Instructions

1. Using your iPod, download and listen to some of your favorite songs or the ones provided.
2. Using the lyrics that have been provided, determine as a group which theories or concepts the song relates to, and why. We will focus on racial, ethnic and gender messages transmitted through music.
3. Select specific lyrics from the songs that are especially useful in demonstrating relationships to class material.
4. Select a group member as recorder. The recorder should list group member names and group answers on the worksheet.
5. Using the worksheet, write out the song analysis that you began to construct during steps 2 and 3. It is important that you save the writing until after the group has had the opportunity to discuss, so that the analysis you turn in is well thought out, organized and well written.
6. Try to complete the discussion and writing within 20 minutes, so that we can have a broader class discussion.
7. Turn in the group worksheet at the end of class (only one worksheet per group).

Grading

Each analysis will be graded on organization and the insight of the group analysis. This does not mean that you have to explore every possible avenue of analysis to receive full credit. It does mean that thoughtful connection between class discussions and the songs should be evident in your write-up.

Worksheet

The worksheet is designed to help you develop and organize your analysis.

- I. Introduction: In this section, write a brief paragraph that tells the reader which song is being analyzed and to which sociological topics it relates. This section is the introduction – it sets up the rest of the analysis.
- II. This section is the heart of the analysis. Explain in detail which concepts are exemplified in this song and why. Be sure to define/discuss each of the concepts. Demonstrate their relation to the song through quoted lyrics.

III. Provide a brief summary of the analysis.