



POPULAR CULTURE SCHOOLING & EVERYDAY LIFE

HENRY A. GIROUX
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& CONTRIBUTORS

FOREWORD BY
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CRITICAL STUDIES IN EDUCATION SERIES

Popular Culture Schooling And Everyday Life

C. White



Popular Culture Schooling And Everyday Life:

Popular Culture Henry A. Giroux, Roger Simon, 1989-07-28 Illuminating one of the most pervasive issues of our time *Popular Culture* is the first book to link the importance and implications of popular culture with pedagogical practice It shows how cultural forms such as Hollywood films pop music soap operas and televangelism are organized by gender age class race and ethnicity thus providing the contradictory text that both enables and disables emancipatory interest so fundamental to the formation of self and society What emerges is a redefinition of the very notion of popular culture

Tooning In Cameron White, Trenia Walker, 2008 The scope and theme of *Tooning In* aim to insert into the debate surrounding so called popular culture and its role in shaping society specific perspectives regarding popular culture and adolescents lives The authors suggest that popular culture is vital to how adolescents make sense of the world and educators should tap into it as a tool for imparting critical thinking skills and generally empowering students *Tooning In* critically examines and interprets concepts of popular culture with the ultimate aim of inviting readers to re examine the fundamental aspects of popular culture as a societal force *Handbook of Research in the Social Foundations of Education* Steven Tozer, Bernardo P. Gallegos, Annette Henry, Mary Bushnell Greiner, Paula Groves Price, 2011-07-05 This groundbreaking volume helps readers understand the history evolution and significance of this wide ranging often misunderstood and increasingly important field of study *Popular Culture, Piracy, and Outlaw Pedagogy* Elizabeth Alford Pollock, 2014-05-05 *Popular Culture Piracy and Outlaw Pedagogy* explores the relationship between power and resistance by critiquing the popular cultural image of the pirate represented in *Pirates of the Caribbean* Of particular interest is the reliance on modernism's binary good evil Sparrow Jones how the films distinguish the two concepts characters via corruption and what we may learn from this structure which I argue supports neoliberal ideologies of indifference towards the piratical Other What became evident in my research is how the erasure of corruption via imperial and colonial codifications within seventeenth century systems of culture class hierarchies and language succeeded in its re presentation of the pirate and members of a colonized India as corrupt individuals with empire emerging from the struggle as exempt from that corruption This erasure is evidenced in Western portrayals of Somali pirates as corrupt Beings without any acknowledgement of transnational corporations role in provoking pirate resurgence in that region This forces one to re examine who the pirate is in this situation Erasure is also evidenced in current interpretations of both Bush's No Child Left Behind and Obama's Race to the Top initiative While NCLB created conditions through which corruption occurred I demonstrate how Race to the Top erases that corruption from the institution of education by placing it solely into the hands of teachers thus providing the institution a free pass to engage in any behavior it deems fit What pirates teach us then are potential ways to thwart the erasure process by engaging a pedagogy of passion purpose radical love and loyalty to the people involved in the educational process **Pop Culture in Language Education** Valentin Werner, Friederike Tegge, 2020-11-23 *Pop Culture in Language*

Education provides comprehensive insight on how studies of pop culture can inform language teaching and learning The volume offers a state of the art overview of empirically informed cutting edge research that tackles both theoretical concerns and practical implications The book focuses on how a diverse array of pop culture artifacts such as pop and rap music movies and TV series comics and cartoons fan fiction and video games can be exploited for the development of language skills It establishes the study of pop culture and its language as a serious subfield within language education and applied linguistics and explores how studies of pop culture its language and its non linguistic affordances can inform language education at various levels of proficiency and with various learner populations Presenting a broad range of quantitative and qualitative research approaches including case studies on how pop culture has been used successfully in language education in and beyond the classroom this book will be of great interest for academics researchers and students in the field of language education applied linguistics psycholinguistics and sociolinguistics as well as for language teachers and materials developers

American Educational History Journal J. Wesley Null,2009-11-01 The American Educational History Journal is a peer reviewed national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines The editors of AEHJ encourage communication between scholars from numerous disciplines nationalities institutions and backgrounds Authors come from a variety of disciplines including political science curriculum history philosophy teacher education and educational leadership Acceptance for publication in AEHJ requires that each author present a well articulated argument that deals substantively with questions of educational history

Rock Music in American Popular Culture III Frank Hoffmann,B Lee Cooper,Wayne S Haney,2014-02-04 Rock Music in American Popular Culture III More Rock n Roll Resources explores the fascinating world of rock music and examines how this medium functions as an expression of cultural and social identity This nostalgic guide explores the meanings and messages behind some of the most popular rock n roll songs that captured the American spirit mirrored society and reflected events in our history Arranged by themes Rock Music in American Popular Culture III examines a variety of social and cultural topics with related songs such as sex and censorship Only the Good Die Young by Billy Joel and Night Moves by Bob Seger and The Silver Bullet Band holiday songs Rockin Around the Christmas Tree by Brenda Lee and The Christmas Song by Nat King Cole death Leader of the Pack by The Shangri Las and The Unknown Soldier by The Doors foolish behavior When a Man Loves a Woman by Percy Sledge and What Kind of Fool by Barbra Streisand and Barry Gibb jobs and the workplace Don t Stand So Close to Me by The Police and Dirty Laundry by Don Henley military involvements Boogie Woogie Bugle Boy by the Andrews Sisters and War by Edwin Starr novelty recordings The Purple People Eater by Sheb Wooley and Eat It by Weird Al Yankovic letters and postal images P S I Love You by The Beatles and Return to Sender by Elvis PreselyIn addition a discography and a bibliography after each section give further examples of the themes and resources being discussed as do extensive lists of print references at the end of the text

Take Back Higher Education H. Giroux,2004-06-24 At the beginning for the new

millennium higher education is under siege No longer viewed as a public good higher education increasingly is besieged by corporate right wing and conservative ideologies that want to decouple higher education from its legacy of educating students to be critical and autonomous citizens imbued with democratic and public values The greatest danger faced by higher education comes from the focus of global neo liberalism and the return of educational apartheid Through the power of racial backlash the war on youth deregulation commercialism and privatization neo liberalism wages a vicious assault on all of those public spheres and goods not controlled by the logic of market relations and profit margins Take Back Higher Education argues that if higher education is going to meet the challenges of a democratic future it will have to confront neo liberalism racism and the shredding of the social contract **Inquiry and Reflection** Diane DuBose Brunner,1994-03-31

Inquiry and Reflection shows how stories of schooling can elucidate difficult and unexamined problems facing teachers While professional texts tend to raise issues of power and its distribution and questions of culture and ideology often the manner of presentation is abstract and pre service teachers have difficulty making connections Yet literary film and video materials illuminate problems and suggest ideas to which teachers can actively respond This book offers teacher educators a variety of resources for articulating a critical pedagogy and suggests an alternative to the technical job training approach to teacher education by providing a unique educational curricula that illuminates issues of power ideology and culture Journeys in

Social Education: A Primer C. White,2011-07-23 Social education is quite a journey Given the ongoing debate and struggle with defining social education the following is at present a working definition While we resist defining social education we believe that social education emphasizes three areas of study critical pedagogy cultural media studies and social studies education We also stress that education interpreted broadly has the potential to advance social justice Thus emerged social education a lifelong journey for all of us to question to challenge to do and to create Connecting present and past merging current issues with traditional curriculum integrating alternative texts and perspectives empowering and emancipating kids and educators and transforming schools and society the transgressions of social education scream out Dewey Freire Kincheloe Zinn Greene Giroux Apple hooks McLaren Kozol Loewen Said Chomsky even Bob Dylan and many others have provided the impetus May we make them proud The essays within this text demonstrate various journeys in social education They are meant as stories not maps or scripts They are intended to serve as a primer of sorts for those interested in a similar journey Hopefully this can be a meaningful experience for many students educators parents and society as a whole of course Well the journey and struggle continues *Education and Cultural Studies* Henry A. Giroux,Patrick Shannon,2013-12-02

Although the disciplines of critical education and cultural studies have traditionally occupied separate spaces as they have addressed different audiences their concerns as well as the political and pedagogical nature of their work overlap Education and Cultural Studies brings members of these two groups together to demonstrate how a critical understanding of culture and education can transgressively implement broad political change All written from within this framework of cultural

studies and critical pedagogy the contributors illuminate the possibilities and opportunities open to practicing educators In eschewing a romantic utopianism and in assessing the current climate of what is attainable and practical this book teaches us how we can begin to translate and perhaps even transform the vexing social problems that confront us daily Contributors include Carol Becker Harvey J Kaye David Theo Goldberg Jeffrey Williams Sharon Todd Douglas Kellner Deborah Britzman Jacqueline Reid Walsh Claudia Mitchell Cameron McCarthy Mike Hill Susan Searls Stanley Aronowitz Douglas Noble Kacie Urch Henry Giroux David Trend and Robert Mikilitsch

Pop Culture and Power Dawn H. Currie, Deirdre M. Kelly, 2022-03-01 Literacy education has historically characterized mass media as manipulative towards young people who as a result are in need of close reading skills By contrast Pop Culture and Power treats literacy as a dynamic practice shaped by its social and cultural context It develops a framework to analyse power in its various manifestations arguing that power works through popular culture not as everyday media Pop Culture and Power thus explores media engagement as an opportunity to promote social change Seeing pop culture as a teaching opportunity rather than as a threat Dawn H Currie and Deirdre M Kelly worked with K 12 educators to investigate how pop culture can support teaching for social justice Currie and Kelly began the research for this project with a teacher education seminar in media analysis where participants designed classroom activities using board games popular film music videos and advertisements These activities were later piloted in participants classrooms enabling the authors to identify and address practical issues encountered by student learners Case studies describe the design implementation and retrospective assessment of activities engaging learners in media analysis and production Following the case studies the authors consider how their approach can foster ethical practices when engaging in the digital environment Pop Culture and Power offers theoretically informed yet practical tools that can help educators prepare youth for engagement in our increasingly complex world of mediated meaning making

Hollywood Films about Schools: Where Race, Politics, and Education Intersect R. Chennault, 2006-03-31 What do the Hollywood school films of the 1980 s and 1990 s communicate about education and race This book looks at The Graduate Blackboard Jungle The English Patient Dead Poets Society Pulp Fiction Ghost The Wizard of Oz Top Gun and Forrest Gump to answer the question

Tangled Up in School Jan Nesper, 2013-11-26 Based on two years of ethnographic fieldwork in an urban elementary school this volume is an examination of how school division politics regional economic policies parental concerns urban development efforts popular cultures gender ideologies racial politics and university and corporate agendas come together to produce educational effects Unlike conventional school ethnographies the focus of this work is less on classrooms than on the webs of social relations that embed schools in neighborhoods cities states and regions Utilizing a variety of narratives and analytical styles this volume explores how curriculum innovations are simultaneously made possible by and undermined by school district politics neighborhood histories and the spatial and temporal organizations of teachers and parents lives situates the educational discourse of administrators and teachers in the changing economic and political

climates of the city analyzes the motivations behind an effort by school and business proponents to refashion classrooms within the school into business enterprises and of children's efforts to make sense of the scheme examines the role of the school as a neighborhood institution situating it at the intersections of city planners efforts to regulate city space and children's efforts to carve out live spaces through out of school routines contemplates the meaning of school as a site for bodily experience and looks at how patterns of space and control in the school shaped children's bodies and at how they continued to use body based languages to construct maturity gender and race and investigates the school as a space for the deployment of symbolic resources where children learned and constructed identities through their engagements with television comic books movies and sports Tangled Up In School raises questions about how we draw the boundaries of the school about how schools fit into the lives of children and cities and about what we mean when we talk about school

Resonances of El Chavo del Ocho in Latin American Childhood, Schooling, and Societies Daniel Friedrich, Erica Colmenares, 2017-07-13 El Chavo del Ocho is one of the most influential pieces of popular culture to have hit Latin America in the last 50 years having at the peak of its popularity in the mid 1970s reached an approximate audience of 350 million across the Americas It is also a rare example of a cultural product that has travelled through Latin America leaving a lasting impact for several decades Resonances of El Chavo del Ocho in Latin American Childhood Schooling and Societies analyses the phenomenon of El Chavo and its images of schooling and childhood Latin American-ness class and experience With contributions from scholars emerging from or based in countries including Brazil Mexico Chile Puerto Rico Argentina Venezuela Colombia and the US the book combines reflections from a variety of international perspectives without attempting to compare or reach consensus on any ultimate meanings of the work The book explores themes such as images of schooling and childhood romanticization of poverty the prevalence of non traditional families and the bordering cynicism towards the economic structures and inequalities which some argue make the show transgressive and quite uniquely Latin American Investigating the connection between visual culture studies and transcultural curriculum studies this innovative title provides scholars with original new insights into conceptualizing childhood schooling and society in Latin America

The University of Google Tara Brabazon, 2016-02-17 Looking at schools and universities it is difficult to pinpoint when education teaching and learning started to hemorrhage purpose aspiration and function Libraries and librarians have been starved of funding Teachers cram their curriculum with skill development and generic competencies because knowledge creativity and originality are too expensive to provide to unmotivated students and parents obsessed with league tables not learning Meanwhile the internet offers a glut of information on everything under the sun a mere mouse click away Bored surfers fill their cursors and minds with irrelevancies We lose the capacity to sift discard and judge Information is no longer for social good but for sale Tara Brabazon argues that this information fetish has been profoundly damaging to our learning institutions and to the ambitions of our students and educators In *The University of Google* she projects a defiant and

passionate vision of education as a pathway to renewal where research is based on searching and students are on a journey through knowledge rather than consumers in the shopping centre of cheap ideas Angry humorous and practical in equal measure The University of Google is based on real teaching experience and on years of engaged and sometimes exasperated reflection on it It is far from a luddite critique of the information age Tara Brabazon celebrates the possibilities of digital platforms in education but deplors the consequences of placing funding on technology and not teachers In doing so she opens a new debate on how to make our educational system both productive and provocative in the post information age

Contemporary Social Studies William B. Russell,2012-02-01 The field of social studies is unique and complex It is challenged by the differing perspectives related to the definition goals content and purpose of social studies *Contemporary Social Studies An Essential Reader* discusses the contemporary issues surrounding social studies education today *Contemporary Social Studies An Essential Reader* encourages and inspires readers to think The chapters included in this volume are written by prominent scholars in the field of social studies The collection inspires and provokes readers to reconsider and reexamine social studies and its contemporary state Readers will explore the various critical topics that encompass contemporary social studies This collection provides readers with rich chapters which are sure to be cited as key works Compelling and accessible this collection brings to light the critical topics relevant to contemporary social studies and is sure to serve as a cornerstone and seminal text for the future *Gendered Militarism in Canada* Nancy Taber,2016-01-29 Despite Canada s claim to be a gender equitable nation militarism continues to function in ways that protect inequality from the Introduction Little has been done to examine critique and challenge the ways ingrained societal ideas of militarism and gender influence lifelong learning patterns and practices of Canadians Editor Nancy Taber and ten other contributors explore reasons why Canadian educators should be concerned with how learning militarism and gender intersect Readers may be surprised to discover how this reaches beyond the classroom into the everyday lessons attitudes and habits that all Canadians are taught often without question Pushing the boundaries of education theory research and practice this book will be of particular interest to feminist adult and teacher educators and to scholars and students of education the military and women s and gender studies Foreword by Patricia Gouthro Contributors Mark Anthony Castrodale Gillian L Fournier Andrew Haddow Cindy L Hanson Laura Lane Jamie Magnusson Robert C Mizzi Shahrzad Mojab Sne ana Ratkovi Roger Saul Nancy Taber *The Abandoned Generation* H. Giroux,2003-05-12 Henry Giroux continues his critique of American culture and the way it impinges on the lives of our children This time Henry goes further looking at the Bush Restoration years the attacks of September 11th and the way the world has been transformed for our children and young adults *Youth Identities, Localities, and Visual Material Culture* Kristen Ali Eglinton,2012-10-06 This invaluable addition to Springer s Explorations of Educational Purpose series is a revelatory ethnographic account of the visual material culture of contemporary youths in North America The author s detailed study follows apparently dissimilar groups black and Latino a in a New York City after

school club and white and Indigenous in a small Canadian community as they inflect their nascent identities with a sophisticated sense of visual material culture in today's globalized world. It provides detailed proof of how much ethnography can add to what we know about young people's development in addition to its potential as a model to explore new and significant avenues in pedagogy. Supported by a wealth of ethnographic evidence, the analysis tracks its subjects' responses to strikingly diverse material ranging from autobiographical accounts by rap artists to the built environment. It shows how young people from the world's cultural epicenter just like their counterparts in the sub-Arctic construct racial, geographic, and gender identities in ways that are subtly responsive to what they see around them, blending localized characteristics with more widely shared visual references that are now universally accessible through the Web. The work makes a persuasive case that youthful engagement with visual material culture is a relational and productive activity that is simultaneously local and global, at once constrained and enhanced by geography, and possesses a potent and life-affirming authenticity. Densely interwoven with young people's perspectives, the author's account sets out an innovative and interdisciplinary conceptual framework affording fresh insights into how today's youth assimilate what they perceive to be significant. Supported by a wealth of ethnographic evidence, the analysis tracks its subjects' responses to strikingly diverse material ranging from autobiographical accounts by rap artists to the built environment. It shows how young people from the world's cultural epicenter just like their counterparts in the sub-Arctic construct racial, geographic, and gender identities in ways that are subtly responsive to what they see around them, blending localized characteristics with more widely shared visual references that are now universally accessible through the Web. The work makes a persuasive case that youthful engagement with visual material culture is a relational and productive activity that is simultaneously local and global, at once constrained and enhanced by geography, and possesses a potent and life-affirming authenticity. Densely interwoven with young people's perspectives, the author's account sets out an innovative and interdisciplinary conceptual framework affording fresh insights into how today's youth assimilate what they perceive to be significant.

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Popular Culture Schooling And Everyday Life Introduction

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