

# POPULAR CULTURE SCHOOLING & EVERYDAY LIFE

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& CONTRIBUTORS

FOREWORD BY  
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CRITICAL STUDIES IN EDUCATION SERIES

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# Popular Culture Schooling And Everyday Life Critical Studies In Education And Culture Series

**IM Harris**



## **Popular Culture Schooling And Everyday Life Critical Studies In Education And Culture Series:**

**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

**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

**Cultural Pedagogy** David Trend, 1992-04-20 In recent years debates over culture and education have entered the public consciousness as never before Politicians bureaucrats and scholars have credited these endeavors with the capacity to influence matters ranging from public morality to national productivity Trend examines points at which art and learning intersect in both traditional and nontraditional settings and offers a variety of alternatives for the construction of a new cultural pedagogy He argues that we need to redefine concepts like art literature and education to integrate them more fully into our lives On one hand Trend uses a critical approach to examine how cultural work and pedagogy intersect within a range of discourses such as Marxist feminist deconstructionist and postcolonial Yet on the other he focuses on the use of specific examples of cultural practice within and outside the classroom to emphasize the importance of action as well as philosophy to bring about social change Trend provides a theoretical overview of the ideological battles over texts and their discursive contexts and then analyzes how cultural education has evolved in such settings as the school the university and the community He concludes with a discussion of pedagogy and democracy which suggests a range of possible resolutions

*Teaching Against the Grain* Roger Simon, 1992-04-20 Conceiving of pedagogy as a form of cultural politics and teachers therefore as cultural workers Simon

offers a fresh vision of the notion of pedagogy Grounded in an ethical and political stance devoted to the advancement of human dignity Simon reflexively considers the basis on which teachers form their own dispositions and feelings and urges them to consider not only what they might do as teachers but what social visions are supported by their practices In this in depth discussion of the requirements for a pedagogy of possibility Simon highlights the significance of his theoretical commitment as applied to educational practice To illustrate the ways that pedagogy is implicated in the construction of a social imaginary Simon explores how the substance of schooling might be recast in a way that involves the work of teaching in reconstituting a progressive moral project for education that can constitute part of a broadly based social transformation He subsequently offers a social vision on which a pedagogy of possibility might be founded and shows how schools along with other sites of cultural production may be understood as integral to the struggle to establish such a vision In addition he discusses in detail how a practice of pedagogy might be conceptualized that would help establish concrete forms of hopeful practice

Raising Curtains on Education Clar Doyle,1993-02-22 Believing that transformation is possible and that it must come from within Clar Doyle illustrates the vital connection between drama and critical pedagogy Presuming that a practice informed by the theory of critical pedagogy is essential to achieve an emancipatory education Doyle shows how well drama and aesthetic education can encourage a pedagogy that is critical He explores the real as well as the perceived values and understandings given to the aesthetic in school settings how tastes and awareness are produced and how students backgrounds inform the way in which art and drama are experienced Furthermore Doyle shows the ways in which the dominant cultural agencies rob both teachers and students of creativity through their reproductive policies The book explores such critical questions as the nature of culture the historical place of drama within education and the debate between drama and theatre as it applies to schooling With a critical perspective he reviews the current status of drama education and suggests ways in which educators can redefine their mission and refine their practice By examining the influence of the culture industry and the issues surrounding style choices Doyle highlights the challenge that teachers must meet in order to use performance skills to tease out attitudes and understandings He concludes by showing how drama can help students not only to bring about change in their own lives but to effect change in the world around them

*Mirror Images* Diana Silberman-Keller,2008 This book considers education in both formal and informal settings and looks critically at the accepted dichotomy between education and popular culture It argues that popular culture is capable of educating and that education shares many characteristics with popular culture and tries to overcome these dichotomous relationships while also trying to clarify the reciprocal effects between the two

**Media Education and the (Re)Production of Culture** David Sholle,Stan W. Denski,1994-04-25 This book analyzes and critiques media education in the university and offers tools for developing a more critical direction Media education should not be regarded as a job track but as an area of inquiry that integrates theory and practice Media literacy and especially an awareness of the myths and misconceptions that mass media

perpetrate should be part of the general education for all college students Sholle and Denski present the premises of critical pedagogical theory as a framework for re orienting media studies programs and the discussion of the role of the media in forming important social self images

**The Community of the Weak** Hans-Peter Geiser, 2013-03-28 Social postmodernism and systematic theology can be considered the new pair in some of the most creative discussions on the future of theological method on a global scale Both in the academy and in the public square as well as in the manifold local and pastoral moments of ministry and community social activism the social the postmodern and the theological intermingle in engaging and border crossing ways The Community of the Weak presents a new kind of jazzy fundamental theology with a postmodern touch using jazz as a metaphor writing ethnographically messy texts out of the personal windows of lived experiences combining fragments of autobiography with theological reconstruction A comparative perspective on North American and European developments in contemporary systematic theology serves as a hermeneutical horizon to juxtapose two continents in their very different contexts The author proposes a systematic and fundamental theology that is more jazzy global and narrative deeply embedded in pastoral ministry to tell its postmodern story

**Globalizing Cultural Studies** Cameron McCarthy, 2007 The contributors to Globalizing Cultural Studies Ethnographic Interventions in Theory Method and Policy take as their central topic the problematic status of the global within cultural studies in the areas of theory method and policy and particularly in relation to the intersections of language power and identity in twenty first century post 9 11 culture s Writing against the Anglo centric ethnographic gaze that has saturated various cultural studies projects to date contributors offer new interdisciplinary autobiographical ethnographic textual postcolonial poststructural and political economic approaches to the practice of cultural studies This edited volume foregrounds twenty five groundbreaking essays plus a provocative foreword and an insightful afterword in which the authors show how globalization is articulated in the micro and macro dimensions of contemporary life pointing to the need for cultural studies to be more systematically engaged with the multiplicity and difference that globalization has proffered

**The Hollywood Curriculum** Mary M. Dalton, 2010 The Hollywood Curriculum is a sophisticated and thoughtful look at the portrayal of teachers in film and television in an exceptionally accessible way Dalton draws on some of the most relevant and exciting theory to evaluate teacher films and demonstrates a masterful insight into the worlds of education and film studies This book is a must read for those interested in exploring the intersection of teaching curriculum film television and society and is an outstanding contribution to the literature Alan S Marcus Associate Professor of Curriculum and Instruction University of Connecticut Author of Celluloid Blackboard Teaching History with Film and Teaching History with Film Strategies for Secondary Social Studies Book Jacket

**Postmodernism, Feminism, and Cultural Politics** Henry A. Giroux, 1991-01-22 This book introduces central assumptions that govern postmodern and feminist theory offering educators a language to create new ways of conceiving pedagogy and its relationship to social cultural and intellectual life It challenges some of the major categories and practices

that have dominated educational theory and practice in the United States and in other countries since the beginning of the twentieth century Rejecting the apolitical nature of some postmodern discourses and the separatism characteristic of some versions of cultural feminism the contributors take a political stand rooted in concern with cultural and social justice In so doing these essays represent a linguistic shift regarding how we think about ethics foundationalism difference and culture The selections present a concern with developing a language that is critical of master narratives racism sexism and those technologies of power in schools that subjugate infantilize and oppress students The authors also develop a language of possibility that focuses on analyzing how power can be linked productively to knowledge how teachers can construct classroom social relations based on notions of equity and justice how critical pedagogy can contribute to an identity politics that is grounded in democratic relations and how teachers can develop analyses that enable students to become self reflective actors as they transform themselves and the conditions of their social existence

Developing Media Literacy in Cyberspace Julie D. Frechette, 2002-07-30 By joining bodies of research in media theory cultural studies and critical pedagogy Developing Media Literacy in Cyberspace offers a vision of learning that values social empowerment over technical skills An inquiry into the existence and range of models equipped to cultivate critical teaching and learning in the Internet supported classroom this new study argues that media literacy offers the best long term training for today's youth to become experienced practitioners of 21st century technology Author Julie Frechette helps educators develop and provide concrete learning strategies that enable students to judge the validity and worth of what they see on the Internet as they strive to become critically autonomous in a technology laden world Part of this effort lies in developing a keen awareness of the institutional political and economic structure of the Internet as a means of communication that is increasingly marketing products and targeting advertisements toward youth Values on the Internet are discussed constantly both by the major media and by the private sector with little regard for the pervasive interests and authority of profitable industries staking out their territory in this new global village Unlike other studies that provide a broad sociohistorical context for the development of theoretical uses of new technologies in the classroom Developing Media Literacy in Cyberspace lays the groundwork for establishing critical thinking skills that will serve students interests as they navigate this vast and complicated cyberterritory

**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 Parts one and two of this volume present the theoretical lenses used to study the social contexts of education These include long established foundations disciplines such as sociology of education and philosophy of education as well as newer theoretical perspectives such as critical race theory feminist educational theory and cultural studies in education Parts three four and five demonstrate how these theoretical lenses are used to examine such phenomena as globalization media popular culture technology youth culture and schooling This groundbreaking volume helps readers understand the history evolution and significance of this wide ranging often

misunderstood and increasingly important field of study This book is appropriate as a reference volume not only for scholars in the social foundations of education but also for scholars interested in the cultural contexts of teaching and learning formal and informal It is also appropriate as a textbook for graduate level courses in Social Foundations of Education School and Society Educational Policy Studies Cultural Studies in Education and Curriculum and Instruction *Literacy in Multimedia America* Ladislaus M Semali, 2017-11-28 Originally published in 2000 This book provides insights practical suggestions and clear cut strategies for integrating media across the K 12 curriculum This contribution to teaching and curriculum design uses students own media experiences or media vignettes from students lives to enter teaching and learning It provides a road map for teachers longing to reflect and take seriously the knowledge students bring to school from their homes and communities and to draw upon this background to develop students critical thinking viewing and reading of written texts visuals and other electronic images and messages Doing Educational Research ,2006-01-01 Doing Educational Research explores a variety of important issues and methods in educational research Contributors include some of the most important voices in educational research In the handbook these scholars provide detailed insights into one dimension of the research process that engages both students as well as experienced researchers with key concepts and recent innovations in the domain The editors and authors believe that there is a need for a handbook on educational research that is both practical as it introduces beginning scholars to the field and innovative as it pushes the boundaries of the conversation about educational research at this historical juncture In this collection the editors and authors explore a variety of topics from methodologies such as ethnography action research hermeneutics historiography psychoanalysis literary criticism to issues such as social theory epistemology and paradigms Readers will be pleased with the way the book addresses complex topics in an accessible and readable manner Women and Global Entrepreneurship Maura McAdam, James A. Cunningham, 2021-04-05 Entrepreneurship in context has been described as the third wave in entrepreneurship research Accordingly specific socio economic political market and institutional contexts are key to fostering enabling and enacting entrepreneurial activity and behaviours These contexts shape everyday entrepreneurship experiences This book is based on the premise that how gender is articulated within the entrepreneurial debate has to acknowledge context However context is not a construct that only applies to those economies and situations that differ from the presumed norm of Western developed nations Adopting a more critical appraisal of how context is positioned within current theorizing around gender and entrepreneurial behaviours offers potential to progress debate whilst acknowledging that competing and contrasting contextual influences require clearer recognition This book therefore has the potential to unearth credible and robust approaches to further examining contextualisation and women entrepreneurship that advances new insights By exploring and examining how contextual influences shape women s entrepreneurship this book challenges the assumption that women entrepreneurship is the same throughout the world It will be of value to researchers academics and students with an interest in entrepreneurship political

economy economics and public policy     The Routledge Handbook of Multilingualism Marilyn Martin-Jones, Adrian Blackledge, Angela Creese, 2012-05-31 The Routledge Handbook of Multilingualism provides a comprehensive survey of the field of multilingualism for a global readership and an overview of the research which situates multilingualism in its social cultural and political context The handbook includes an introduction and five sections with thirty two chapters by leading international contributors The introduction charts the changing landscape of social and ethnographic research on multilingualism theory methods and research sites and it foregrounds key contemporary debates Chapters are structured around sub headings such as early developments key issues related to theory and method new research directions This handbook offers an authoritative guide to shifts over time in thinking about multilingualism as well as providing an overview of the range of contemporary themes debates and research sites The Routledge Handbook of Multilingualism is the ideal resource for postgraduate students of multilingualism as well as those studying education and anthropology     *Teachers as Researchers* Joe L. Kincheloe, 2003 This book provides a critique of teachers work in a era marked by top down technical standards It urges teachers to engage in the debate on educational research by undertaking meaningful teacher research

**International Encyclopedia of Education** , 2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files     **First Nations Education in Canada** Marie Battiste, Jean Barman, 2011-11-01 Written mainly by First Nations and Metis people this book examines current issues in First Nations education

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