



POPULAR CULTURE SCHOOLING & EVERYDAY LIFE

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& CONTRIBUTORS

FOREWORD BY
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CRITICAL STUDIES IN EDUCATION SERIES

Popular Culture Schooling And Everyday Life

Ying-Ying Zheng



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

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 Presely In 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

Rock Music in American Popular Culture II Frank Hoffmann, B Lee Cooper, Wayne S Haney, Beulah B Ramirez, 2015-12-22 From Who Put the Bomp in the Bomp Bomp Bomp to a list of all song titles containing the word werewolf *Rock Music in American Popular Culture II* More Rock n Roll Resources continues where 1995 s Volume I left off Using references and illustrations drawn from contemporary lyrics and supported by historical and sociological research on popular cultural subjects this collection of insightful essays and reviews assesses the involvement of musical imagery in personal issues in social and

political matters and in key socialization activities From marriage and sex to public schools and youth culture readers discover how popular culture can be used to explore American values As Authors B Lee Cooper and Wayne S Haney prove that integrated popular culture is the product of commercial interaction with public interest and values rather than a random phenomena they entertainingly and knowledgeably cover such topics as answer songs interchanges involving social events and lyrical commentaries as explored in response recordings horror films translations and transformations of literary images and motion picture figures into popular song characters and tales public schools images of formal educational practices and informal learning processes in popular song lyrics sex suggestive tales and censorship challenges within the popular music realm war examinations of persistent military and home front themes featured in wartime recordings Rock Music in American Popular Culture II More Rock n Roll Resources is nontechnical written in a clear and concise fashion and explores each topic thoroughly with ample discographic and bibliographic resources provided for additional research Arranged alphabetically for quick and easy reference to specific topics the book is equally enjoyable to read straight through Rock music fans teachers popular culture professors music instructors public librarians sound recording archivists sociologists social critics and journalists can all learn something as the book shows them the cross pollination of music and social life in the United States

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

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 *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 **Arts Education in Action** Sarah Travis, Jody Stokes-Casey, Seoyeon

Kim, 2020-11-23 Arts educators have adopted social justice themes as part of a larger vision of transforming society Social justice arts education confronts oppression and inequality arising from factors related to race ethnicity nationality religion class ability gender and sexuality This edition of Common Threads investigates the intersection of social justice work with education in the visual arts music theatre dance and literature Weaving together resources from a range of University of Illinois Press journals the editors offer articles on the scholarly inquiry theory and practice of social justice arts education Selections from the past three decades reflect the synergy of the diverse scholars educators and artists actively engaged in such projects Together the contributors bring awareness to the importance of critically reflective and inclusive pedagogy in arts educational contexts They also provide pedagogical theory and practical tools for building a social justice orientation through the arts Contributors Joni Boyd Acuff Seema Bahl Elizabeth Delacruz Elizabeth Garber Elizabeth Gould Kirstin Hotelling Tuulikki Laes Monica Prendergast Elizabeth Sacc Alexandra Schulteis Amritjit Singh and Stephanie Springgay

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 Youth Identities, Localities, and Visual Material Culture Kristen Ali Eglinton, 2012-10-05 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 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

Cultural Theory and Popular Culture John Storey, 1998 This reader is intended as a theoretical analytical and historical introduction to the study of popular culture within cultural studies It is divided into seven representative sections The first six sections each contain a selection of readings from a particular approach to popular culture culture and civilisation tradition culturalism structuralism and post structuralism Marxism feminism and postmodernism providing a comprehensive overview and examples of the main theoretical perspectives The final section contains readings from recent debates within the study of popular culture Together these sections chart the theoretical development of the study of popular culture within cultural studies and provide examples of the analysis of the texts and practices of popular culture within each specific tradition Each section is introduced edited and contextualised by John Storey

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

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

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 Kakie Urch Henry Giroux David Trend and Robert Mikilitsch 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

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