

Education and Popular Culture

Education 438

Section: D100

Term: 2011 Summer

Instructor: Dr. Ozlem Sensoy

Office: EDB 8654

Phone: 778-782-6795

Email: ozlem@sfu.ca

Wednesday 9:30-1:20 EDB 7610

By influencing public norms, perceptions, expectations, hopes, fears, desires, and angsts about diversity, the mass media play a powerful role in the social construction of knowledge about race, ethnicity, religion, gender, culture, sexual orientation, and other aspects of diversity.

Discussion Topics: Applying the educational concept of societal curriculum to media representations, this course takes an interdisciplinary approach to analyzing the role of media and popular culture in educating about society. Specifically, the course will explore racial, ethnic, gender, sexual, class, and other socially-constructed differences, and examine how these representations reproduce, or challenge, existing norms and power structures in mainstream society. This course serves as an introduction to key concepts and authors in fields including critical education studies, critical pedagogy, media studies, sociology, and cultural studies. It will provide undergraduate students in education the conceptual language with which to examine, understand, and respond to the educative power of pop culture and bring it into their classrooms in meaningful and substantive ways. For students in fields other than education, it will introduce them to educational concepts and offer them an introduction to the breadth of scholarship in education (what we study beyond professional development).

Topics will include these and others:

\x09TV & social class the bumbling idiots
Music Videos & masculinity/femininity -- girl power
Sport & Indigenous mascots
Kid culture Disney is it just entertainment?
Hollywood Bollywood
Discourse and How we talk about the "Supercrip"
Consumerism, capitalism, advertising Living in McWorld
Dolls versus action figures
Course Objectives include:

The course activities are organized with attention to the following learning objectives.

Education and Popular Culture

Students will:

- \x09 Examine & explain the role of media and popular culture representations on one&squots own knowledge about socially-constructed groups;
- Describe and analyze media and popular culture representations of social differences, particularly as related to race, gender, ethnicity, sexuality, and social class;
- Describe and examine the role of institutional power and privilege in these representations;
- Think critically about the social and commercial contexts within which education takes place;
- Improve one&squots critical thinking, listening, writing, and speaking skills;
- Explain key concepts in the fields of critical pedagogy, critical multicultural education, and cultural studies;
- Develop the written and multimedia strategies with which to cogently communicate the complexity of these concepts and their relationships to others.

Grading: Required Learning Activities & Evaluation:

ASSIGNMENTS

\x09DUE DATE	\x09VALUE	
Attendance, Participation, Homework*		
\x09Ongoing	\x0925 %	\x09Ongoing
In class pop quizzes		
\x0925 %		
Critical media analysis (multimedia project)	\x09Week	
8	\x0925 %	
Final project		\x09Week
13	\x0925 %	

*you will collect weekly data via field assignments trip to a toy store, viewing various media, etc.; your work will be collected & graded
\x09

Required Texts: 1.\x09Cortés, C. E. (2000). The Children are watching: How the media teach about diversity. New York: Teachers College Press.

2.\x09Hammer, R. & Kellner, D. (2009). Media/Cultural studies. New York: Peter Lang.

3.\x09Marshall, E. & Sensoy, Ö. (2011). Rethinking popular culture & media. Milwaukee, WI: Rethinking Schools Ltd.

4.\x09Tween magazine. Details to be provided in class.

* Additional readings will be required

Recommended Texts:

Materials/Supplies:

Prerequisite/Corequisite: This course is open to undergraduates in all Faculties who have completed sixty (60) credit hours of coursework (it is strongly recommended that students have completed at least one equity-related class in any department that addressed racism, sexism, heterosexism, classism, or other form of oppression). This means you should be able

Education and Popular Culture

to explain concepts such as oppression, power, ideology, and discourse, as well as have knowledge about feminist, queer, Indigenous, anti-racist, anti-oppression, postcolonial or other critical theories.

Notes: Students in all Faculty of Education courses are encouraged to review policies pertaining to academic integrity available on the Undergraduate Programs website:
http://www.educ.sfu.ca/ugradprogs/student_resources/index.html

Attendance to all class sessions is mandatory. Late arrivals, early departures, and unexplained absences will be reflected in your final grade. There will be a full first-class session, including a pre-reading that will be sent via email the week before classes start. It is your responsibility to check your SFU email regularly. Also be aware that this class has a demanding reading load of at times 100 pages per week. Thus it is critical that you stay up to date with readings, come to all class sessions, and do the homework as assigned.

NOTE: Given the content of this course, you should have access to cable TV for regular viewing activities. Viewing TV shown on YouTube or other online streaming options will not be sufficient to completing the homework assignments. You should also have working knowledge of computers (PC or MAC) as there will be assigned work involving movie production, digital culture jams, and other.

This outline is derived from a course outline repository database that was maintained by SFU Student Services and the University's IT Services Department. The database was retired in 2014 and the data migrated to SFU Archives in 2015.