

# Gender Pop Culture A Text Reader Teaching Gender

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*The World is a Text: Writing About Visual and Popular Culture* - Jonathan Silverman 2018-06-25

Wherever we look today, popular culture greets us with "texts" that make implicit arguments; this book helps students to think and write critically about these texts. *The World Is a Text* teaches critical reading, writing, and argument in the context of pop-culture and visual examples, showing students how to "read" everyday objects and visual texts with basic semiotics. The book shows how texts of all kinds, from a painting to a university building to a pair of sneakers, make complex arguments through their use of signs and symbols, and shows students how to make these arguments in their own essays. This new edition is rich with images, real-world examples, writing and discussion prompts, and examples of academic and student writing. The first part of the book is a rhetoric covering argumentation, research, the writing process, and adapting from high-school to college writing, while the second part explores writing about specific cultural topics. Notes, instruction, and advice about research are woven into the text, with research instruction closely tied to the topic being discussed. New to the updated compact edition are chapters on fashion, sports, and nature and the environment.

**Gender and Pop Culture** - Adrienne Trier-Bieniek 2019

"Gender and Pop Culture provides a foundation for the study of gender, pop culture, and media. This newly updated edition is comprehensive and interdisciplinary, providing both text-book style introductory and concluding chapters written by the editor. The text includes eight original contributor chapters on key topics and written in a variety of writing styles, discussion questions, additional resources, and more. Coverage includes: - Foundations for studying gender and pop culture (history, theory, methods, key concepts). - Contributor chapters on social media, technology, advertising, music, television, film, and sports. - Ideas for activism and putting this book to use beyond the classroom. - Pedagogical features. - Suggestions for further readings on topics covered and international studies of gender and pop culture Gender and Pop Culture was designed with students in mind, to promote reflection and lively discussion. With features found in both textbooks and anthologies, this sleek book can serve as a primary or supplemental reading in courses across disciplines"--

**Disturbing Pleasures** - Henry A. Giroux 1994

In *Disturbing Pleasures* Henry Giroux demonstrates how his well-known theories of education, critical pedagogy and popular culture can be put to use in the classroom and in other cultural settings. Adding an entirely new dimension to his thinking about the cultural sites at which pedagogical practice takes place, Giroux illustrates how professors, school teachers and other cultural workers can appropriate what he refers to as a "pedagogy of cultural studies."

[Gender & Pop Culture](#) - Adrienne Trier-Bieniek 2014-04-03

Gender & Pop Culture provides a foundation for the study of gender, pop culture and media. This comprehensive, interdisciplinary text provides text-book style introductory and concluding chapters written by the editors, seven original contributor chapters on key topics and written in a variety of writing styles, discussion questions, additional resources and more. Coverage includes: - Foundations for studying gender & pop culture (history, theory, methods, key concepts) - Contributor chapters on media and children, advertising, music, television, film, sports, and technology - Ideas for activism and putting this book to use beyond the classroom - Pedagogical Features - Suggestions for further readings on topics covered and international studies of gender and pop culture Gender & Pop Culture was designed with students in mind,

to promote reflection and lively discussion. With features found in both textbooks and anthologies, this sleek book can serve as primary or supplemental reading in undergraduate courses across the disciplines that deal with gender, pop culture or media studies. "An important addition to the fields of gender and media studies, this excellent compilation will be useful to students and teachers in a wide range of disciplines. The research is solid, the examples from popular culture are current and interesting, and the conclusions are original and illuminating. It is certain to stimulate self-reflection and lively discussion." Jean Kilbourne, Ed.D., author, feminist activist and creator of the Killing Us Softly: Advertising's Image of Women film series "An ideal teaching tool: the introduction is intellectually robust and orients the reader towards a productive engagement with the chapters; the contributions themselves are diverse and broad in terms of the subject matter covered; and the conclusion helps students take what they have learnt beyond the classroom. I can't wait to make use of it." Sut Jhally, Professor of Communication, University of Massachusetts at Amherst, Founder & Executive Director, Media Education Foundation Adrienne Trier-Bieniek, Ph.D. is currently an assistant professor of sociology at Valencia College in Orlando, Florida. Her first book, *Sing Us a Song, Piano Woman: Female Fans and the Music of Tori Amos* (Scarecrow, 2013) addresses the ways women use music to heal after experiencing trauma. [www.adriennetrier-bieniek.com](http://www.adriennetrier-bieniek.com) Patricia Leavy, Ph.D. is an internationally known scholar and best-selling author, formerly associate professor of sociology and the founding director of gender studies at Stonehill College. She is the author of the acclaimed novels *American Circumstance* and *Low-Fat Love* and has published a dozen nonfiction books including *Method Meets Art: Arts-Based Research Practice*. [www.patricialeavy.com](http://www.patricialeavy.com)

**Gender and Pop Culture** - Adrienne Trier-Bieniek 2020-03-09

Gender and Pop Culture examines the intersection of media, society, gender, and culture through a multi-disciplinary lens. The book serves both as a text and reader, focused on an examination of gender and society.

**The Rhetorical Power of Popular Culture** - Deanna D. Sellnow 2017-02-17

The Third Edition of *The Rhetorical Power of Popular Culture* offers students a step-by-step introduction to rhetorical theory and criticism by focusing on the powerful role popular culture plays in persuading us as to what to believe and how to behave. In every chapter, students are introduced to rhetorical theories, presented with current examples from popular culture that relate to the theory, and guided through demonstrations about how to describe, interpret, and evaluate popular culture texts through rhetorical analysis. Author Deanna Sellnow also provides sample student essays in every chapter to demonstrate rhetorical criticism in practice. This edition's easy-to-understand approach and range of popular culture examples help students apply rhetorical theory and criticism to their own lives and assigned work.

**Rethinking Gender in Popular Culture in the 21st Century** - Astrid M. Fellner 2017-11-06

This book explores popular culture representations of gender, offering a rich and accessible discussion of masculinities and femininities in 21st-century popular media. It brings together contributors from various European countries to investigate the workings of gender in contemporary pop culture products in a brave, original, and rigorous way. This volume is both an academic proposal and an exercise of commitment to a serious analysis of some of the media that influence us most in our everyday lives. Representation matters, and the position we take as viewers or consumers during reception matters even more.

*The Age of Promiscuity* - Doru Pop 2018-11-15

This book examines cultural recycling in cinematic representations. Drawing from various disciplines including cultural studies, film studies, visual culture, and the history of ideas, Pop explains the practices of reinterpreting myths and narratives and discusses the cultural impact of recent popular movies on contemporary collective imaginaries.

**Cultural Theory and Popular Culture** - John Storey 2006

In this new edition of his widely adopted *Cultural Theory and Popular Culture: An Introduction*, John Storey has extensively revised the text throughout. Like previous editions, the book presents a clear and critical survey of competing theories of, and various approaches to, popular culture. New to this edition:

Extensively revised, rewritten, and updated Improved and expanded content throughout including a new chapter on psychoanalysis and a new section on post-Marxism and the global postmodern Closer explicit links to the new edition companion reader *Cultural Theory and Popular Culture: A Reader* More illustrative diagrams and images Fully revised, improved, and updated companion web site Ideal for courses in: cultural studies media studies communication studies sociology of culture popular culture visual studies cultural criticism

[The Pop Culture Zone](#) - Allison D. Smith 2009

Why bring pop culture into the composition classroom? Because it's something you know and can get passionate about. *THE POP CULTURE ZONE: WRITING CRITICALLY ABOUT POPULAR CULTURE* focuses on your relationship with pop culture--such as film, television, popular books, and advertisements--and how that relationship can help you become a more critical reader and writer. The authors of this book use pop culture as the bridge between your life and the critical reading, thinking, and writing that are part of freshman composition to help you learn the rules of formal writing as well as more familiar forms of persuasion. You'll learn to summarize your views effectively, listen to viewpoints that are different from your own, compare and contrast, and present ideas in a way that creates a continuing conversation of ideas.

[Literacy and Popular Culture](#) - Jackie Marsh 2000-12-22

Most children engage with a range of popular cultural forms outside of school. Their experiences with film, television, computer games and other cultural texts are very motivating, but often find no place within the official curriculum, where children are usually restricted to conventional forms of literacy. This book demonstrates how to use children's interests in popular culture to develop literacy in the primary classroom. The authors provide a theoretical basis for such work through an exploration of related theory and research, drawing from the fields of education, sociology and cultural studies. Teachers are often concerned about issues of sexism, racism, violence and commercialism within the discourse of children's media texts. The authors address each of these areas and show how such issues can be explored directly with children. They present classroom examples of the use of popular culture to develop literacy in schools and include interviews with children and teachers regarding this work. This book is relevant to all teachers and students who want to develop their understanding of the nature and potential role of popular culture within the curriculum. It will also be useful to language co-ordinators, advisers, teacher educators and anyone interested in media education in the 5-12 age-range.

[Teaching towards Democracy with Postmodern and Popular Culture Texts](#) - Patricia Paugh 2014-11-26

This edited volume supports implementation of a critical literacy of popular culture for new times. It explores popular and media texts that are meaningful to youth and their lives. It questions how these texts position youth as literate social practitioners. Based on theories of Critical and New Literacies that encourage questioning of social norms, the chapters challenge an audience of teachers, teacher educators, and literacy focused scholars in higher education to creatively integrate popular and media texts into their curriculum. Focal texts include science fiction, dystopian and other youth central novels, picture books that disrupt traditional narratives, graphic novels, video-games, other arts-based texts (film/novel hybrids) and even the lives of youth readers themselves as texts that offer rich possibilities for transformative literacy. Syllabi and concrete examples of classroom practices have been included by each chapter author

[Gender and Popular Culture](#) - Tara L Ward 2019-10-15

*Gender and Popular Culture: A Visual Study* presents students with a thought-provoking and contemporary collection of readings that question, and even undermine, key binary dichotomies present in Western

culture. The readings address three long-standing and pervasive dichotomies: male-female, intellectual-popular, and text-image. Students are encouraged to consider and reconsider cultural classifications, what or who is left out, mismatched, or forced into these groups, and what

[Visual Research Methods in Educational Research](#) - Julianne Moss 2016-04-12

Have you noticed there is a burgeoning take up of visual research in education? Are you considering using visual research as part of your next research project or revitalising your research methods course? For researchers who are new to the field of VRMs in education there is little critical literature on the subject. This book addresses the gap in the literature and brings together some of the leading educational researchers engaging and reflecting on the visual from Australia, the UK and Canada. Encapsulated in a single volume, this book sets out theoretically grounded discussions of the possibilities and challenges of the approach for educational researchers around four key themes: images of schooling, performing pedagogy, power and representation and ethical issues in educational research.

[Teaching Popular Culture](#) - David Buckingham 1998

This text seeks to move beyond the limitations of "critical pedagogy" in modern education, drawing on perspectives such as poststructuralism, postmodernism, cultural studies and feminism and seeks to offer positive alternatives.

**Feminist Theory and Pop Culture** - Adrienne Trier-Bieniek 2020-03-09

*Feminist Theory and Pop Culture (Second Edition)* examines the theoretical and gendered nature of media, society, gender, and culture through a multi-disciplinary lens. Through a conversation of popular content, the text presents a varied perspective on the ways feminist theory is present in society.

[Intersectional Analysis as a Method to Analyze Popular Culture](#) - Erica B. Edwards 2019-12-17

*Intersectional Analysis as a Method to Analyze Popular Culture: Clarity in the Matrix* explores how race, class, gender, sexuality, and other social categories are represented in, and constructed by, some of the most significant popular culture artifacts in contemporary Western culture. Through readings of racialized television sitcoms, LGBTQ+ representation in mainstream American music, the role of Black Panther in Western imperialist projects, and self-love narratives promoted by social media influencers, it demonstrates how novice and emerging researchers can use intersectional theory as an analysis method in the field of cultural studies. The case studies presented are contextualized through a brief history of intersectional theory, a methodological rationale for its use in relation to popular culture, and a review of the ethical considerations researchers should take before, during, and after they approach popular artifacts. Intended to be a textbook for novice and emerging researchers across a wide range of social science disciplines, this book serves as a practical guide to uncover the multiple and interlocking ways oppression is reified, resisted and/or negotiated through popular culture.

[The Politics of Gender](#) - Adrienne Trier-Bieniek 2018-09-11

*The Politics of Gender* presents an international and intersectional approach to the multiple ways gender is intertwined with political institutions and addresses topics that range from the 2016 U.S. Presidential Election to same-sex laws in Nigeria.

**Rethinking Popular Culture and Media** - Elizabeth Marshall 2011

A provocative collection of articles that begins with the idea that the "popular" in classrooms and in the everyday lives of teachers and students is fundamentally political. This anthology includes articles by elementary and secondary public school teachers, scholars and activists who examine how and what popular toys, books, films, music and other media "teach." The essays offer strong critiques and practical pedagogical strategies for educators at every level to engage with the popular.

**Educating through Popular Culture** - Edward A. Janak 2017-03-01

*Educating through Popular Culture* is a tool for educators at all levels to improve their practice via popular culture in ways that both embrace and resist contemporary thinking. Its chapters provide a range of theoretical and practical suggestions to elicit discussion and spark creativity in all students.

**Teaching Peace Through Popular Culture** - Laura L. Finley 2015-03-01

Authored by scholars from a variety of disciplines, including English, Theology, Philosophy, Communications, Sociology, Humanities and Peace Studies, this edited volume provides detailed descriptions of the many ways popular culture can be used to teach peace. Chapters discuss documentary

and feature film, music, television, literature and more, providing both educators and the general public with a timely and useful tool. From popular dystopian novels like *The Hunger Games* to feature films like *The Matrix* to modern rap and hip-hop music, contributors not only provide critical analysis of the violence in popular culture but also an assessment of how the same or alternate forms can be used by peace educators. Additionally, each chapter project synopses and teaching ideas, as well as recommended resources.

[Popular Culture in the Classroom](#) - Donna E. Alvermann 1999

Examines the importance of developing within children and adolescents a critical awareness of the social, political and economic messages arising from the different forms of popular culture.

*That's Funny You Don't Look Like A Teacher!* - Sandra J Weber 2002-11-01

What do you see when you think of teacher? Where does what you see come from? This is a book about the images of teachers and teaching which permeate the everyday lives of children and adults, shaping in important but unrecognised ways their notions of whom teachers are and what they do. The authors show how, using a creative interdisciplinary approach, it is possible to analyse drawings of teachers, television programmes, films, cartoons, comics and even Barbie dolls. Illustrated with colour reproductions and excerpts from interviews and journals, this book should appeal to teachers, academics and anyone who is interested in the popular culture of childhood, gender issues, professional identity and teacher education.

[Teacher Education for Critical Consumption of Mass Media and Popular Culture](#) - Stephanie A. Flores-Koulish 2020-10-28

The study develops a baseline of knowledge to encourage the inclusion of media literacy education in teacher education.

*Interrogating Postfeminism* - Yvonne Tasker 2007-11-02

DIVFeminist essays examining postfeminism in American and British popular culture./div

*Literacy Instruction for Adolescents* - Karen D. Wood 2009-03-12

Thorough and accessible, this professional resource and text shows how the latest research in adolescent literacy can be translated into effective practice in middle and high school classrooms. Leading authorities discuss findings on the adolescent learner, addressing such essential topics as comprehension, content-area literacy, differentiated instruction, gender differences in literacy learning, and English language learners. With a focus on evidence-based methods, coverage ranges from techniques for building digital literacy and comprehension skills to strategies for flexible grouping and writing instruction. Ideal for courses in adolescent literacy, each chapter includes guiding questions, discussion questions, and classroom examples.

**Gender, Race, and Class in Media** - Bill Yousman 2020-07-24

*Gender, Race, and Class in Media* provides students a comprehensive and critical introduction to media studies by encouraging them to analyze their own media experiences and interests. The book explores some of the most important forms of today's popular culture—including the Internet, social media, television, films, music, and advertising—in three distinct but related areas of investigation: the political economy of production, textual analysis, and audience response. Multidisciplinary issues of power related to gender, race, and class are integrated into a wide range of articles examining the economic and cultural implications of mass media as institutions. Reflecting the rapid evolution of the field, the Sixth Edition includes 18 new readings that enhance the richness, sophistication, and diversity that characterizes contemporary media scholarship. Included with this title: The password-protected Instructor Resource Site (formally known as SAGE Edge) offers access to all text-specific resources, including a test bank and editable, chapter-specific PowerPoint® slides.

*Gender Lessons* - Scott Richardson 2015-06-17

Public schools in early America were designed to ensure the reproduction of Eurocentric social values. It could be argued that little has changed. *Gender Lessons* takes an in-depth look at how schools institutionalize gender—how kids are taught the rules and expectations of performing masculinity and femininity. This work provides extensive examples of how elementary, middle, and high schools: sextype; defend and preserve patriarchy; weave gendered expectations in all things school related; promote inequity; and limit their students' potential by explicitly and implicitly teaching that they must fit into only

one of two boxes...“girl” or “boy.” Richardson argues that schools—a powerful and wide reaching publicly funded mechanism—should be engaged in social (re)imagination that disbands the antiquated girl/boy and feminine/masculine binary so that kids might have a chance at being themselves. This book is sure to provoke conversation in courses and professional communities interested in education, gender studies, social work, sociology, counseling and guidance. “In the 1970s, feminists fought to reform sexist school curricula and challenged taken-for-granted tracking of boys and girls. Forty years later, drawing from personal experiences and insightful research in schools, Scott Richardson shows us that the job is far from finished. Informal interactions and stubborn sexist beliefs about gender difference still press girls and boys in primary, middle and high schools into different—and highly constraining—gender boxes. Anyone who cares about taking the next steps toward gender equality in schools will find in *Gender Lessons* a useful and hopeful map to a better future for our kids.” - Michael A. Messner, Ph.D., Professor of Sociology and Gender Studies at the University of California, Berkeley and author of *Some Men: Feminist Allies and the Movement to End Violence Against Women* “This book is unique in that it includes data from elementary, middle, and high schools from both students’ and teachers’ perspectives. These examples are familiar to anyone working in K-12 schools, but his analysis offers a new lens for many that can expose the frustrating and often heartbreaking nature of these taken-for-granted cultural norms.” - Elizabeth J. Meyer, Ph.D., Assistant Professor of Education at California Polytechnic State University and author of *Gender and Sexual Diversity in Schools*

**Feminist Theory and Pop Culture** - Adrienne Trier-Bieniek 2015-06-17

*Feminist Theory and Pop Culture* synthesizes feminist theory with modern portrayals of gender in media culture. This comprehensive and interdisciplinary text includes an introductory chapter written by the editor as well as nine contributor chapters of original content. Included in the text: • Historical illustration of feminist theory • Application of feminist research methods for the study of gender • Feminist theoretical perspectives such as the male gaze, feminist standpoint theory, Black feminist thought, queer theory, masculinity theory, theories of feminist activism and postfeminism • Contributor chapters cover a range of topics from Western perspectives on Belly Dance classes to television shows such as *GIRLS*, *Scandal* and *Orange is the New Black*, as well as chapters which discuss gendered media forms like “chick lit”, comic books and Western perspectives of non-Western culture in film • Feminist theory as represented in the different waves of feminism, including a discussion of a fourth wave • Pedagogical features • Suggestions for further reading on topics covered • Discussion questions for classroom use *Feminist Theory and Pop Culture* was designed for classroom use and has been written with an eye toward engaging students in discussion. The book's polished perspective on feminist theory juxtaposes popular culture with theoretical perspectives which have served as a foundation for the study of gender. This interdisciplinary text can serve as a primary or supplemental reading in undergraduate or graduate courses which focus on gender, pop culture, feminist theory or media studies. “This excellent anthology grounds feminism as articulated through four waves and features feminists responding to pop culture, while recognizing that popular culture has responded in complicated ways to feminisms. Contributors proffer lucid and engaging critiques of topics ranging from belly dancing through *Fifty Shades of Grey*, *Scandal* and *Orange is the New Black*. This book is a good read as well as an excellent text to enliven and inform in the classroom.” Dr. Jane Caputi Professor of Women, Gender and Sexuality Studies and Communication & Multimedia at Florida Atlantic University “*Feminist Theory and Pop Culture* is destined to be as popular as the culture it critiques. The text plays up the paradoxes of contemporary feminism and requires its readers to ask difficult questions about how and why the popular bring us pleasure. It is a contemporary collection that captures this moment in feminist time with diverse analyses of women's representations across an impressive swath of popular culture. *Feminist Theory and Pop Culture* is the kind of text that makes me want to redesign my pop culture course. Again.” Dr. Ebony A. Utley, Assistant Professor of Communication at California State University-Long Beach, author of *Rap and Religion* Adrienne Trier-Bieniek, Ph.D. is a professor of sociology at Valencia College in Orlando, Florida. She is the author of *Sing Us a Song*, *Piano Woman: Female Fans and the Music of Tori Amos* (Scarecrow 2013) and the co-editor of *Gender & Pop Culture: A Text-Reader* (Sense 2014). [www.adriennetrier-bieniek.com](http://www.adriennetrier-bieniek.com)

**Handbook of Research on New Literacies** - Julie Coiro 2014-04-04

Situated at the intersection of two of the most important areas in educational research today — literacy and technology — this handbook draws on the potential of each while carving out important new territory. It provides leadership for this newly emerging field, directing scholars to the major issues, theoretical perspectives, and interdisciplinary research pertaining to new literacies. Reviews of research are organized into six sections: Methodologies Knowledge and Inquiry Communication Popular Culture, Community, and Citizenship: Everyday Literacies Instructional Practices and Assessment Multiple Perspectives on New Literacies Research FEATURES Brings together a diverse international team of editors and chapter authors Provides an extensive collection of research reviews in a critical area of educational research Makes visible the multiple perspectives and theoretical frames that currently drive work in new literacies Establishes important space for the emerging field of new literacies research Includes a unique Commentary section: The final section of the Handbook reprints five central research studies. Each is reviewed by two prominent researchers from their individual, and different, theoretical position. This provides the field with a sense of how diverse lenses can be brought to bear on research as well as the benefits that accrue from doing so. It also provides models of critical review for new scholars and demonstrates how one might bring multiple perspectives to the study of an area as complex as new literacies research. The Handbook of Research on New Literacies is intended for the literacy research community, broadly conceived, including scholars and students from the traditional reading and writing research communities in education and educational psychology as well as those from information science, cognitive science, psychology, sociolinguistics, computer mediated communication, and other related areas that find literacy to be an important area of investigation.

*Curriculum and Instruction* - A. Jonathan Eakle 2012-08-14

Education of America's school children always has been and always will be a hot-button issue. From what should be taught to how to pay for education to how to keep kids safe in schools, impassioned debates emerge and mushroom, both within the scholarly community and among the general public. This volume in the point/counterpoint Debating Issues in American Education reference series tackles the topic of curriculum and instruction. Fifteen to twenty chapters explore such varied issues as alternative curriculum, curriculum control, standardized curricula, subject- versus student-centered curricula, textbooks, and more. Each chapter opens with an introductory essay by the volume editor, followed by point/counterpoint articles written and signed by invited experts, and concludes with Further Readings and Resources, thus providing readers with views on multiple sides of curriculum and instruction issues and pointing them toward more in-depth resources for further exploration.

*Gender and Popular Culture* - Katie Milestone 2012

A clear, comprehensive overview that examines how popular culture affects the construction of gendered identities. Up-to-date examples make key concepts and theories interesting and relevant for students. A mix of primary and secondary research creates a balanced yet original overview.

*Blue* - Patricia Leavy 2015-12-17

Blue follows three roommates as they navigate life and love in their post-college years. Tash Daniels, the former party girl, falls for deejay Aidan. Always attracted to the wrong guy, what happens when the right one comes along? Jason Woo, a lighthearted model on the rise, uses the club scene as his personal playground. While he's adept at helping Tash with her personal life, how does he deal with his own when he meets a man that defies his expectations? Penelope, a reserved and earnest graduate student slips under the radar, but she has a secret no one suspects. As the characters' stories unfold, each is forced to confront their life choices or complacency and choose which version of themselves they want to be. Blue is a novel about identity, friendship, figuring out who we are during the "in-between" phases of life, and the search for people who "get us." The characters in Blue show how our interactions with people often bump up against backstage struggles we know nothing of. Visual art, television and film, appear as signposts throughout the narrative, providing a context for how we each come to build our sense of self in the world. With a tribute to 1980s pop culture, set against the backdrop of contemporary New York, Blue both celebrates and questions the ever-changing cultural landscape against which we live our stories, frame by frame. Although fictional, Blue is grounded in interview research, teaching and personal observations. It can be read entirely for pleasure or used as supplemental reading in a variety of courses in women's/gender

studies, sociology, psychology, communication, popular culture, media studies, qualitative inquiry, narrative inquiry or arts-based research. The protagonist, Tash Daniels, originally appeared in the best-selling novel *Low-Fat Love* (Blue is set several years later). Blue can be read as a stand-alone novel. Blue is a joyful, inspiring and painfully beautiful novel written by gifted scholar and writer, Patricia Leavy." Norman Denzin, Ph.D., University of Illinois at Urbana-Champaign I love it. Tash is so familiar and yet unique. I get her discontents and I am rooting for her. I find the novel to be cool, hip, and awesome! It would be fantastic in any number of college courses. Young adults should read this. BRAVO, Patricia Leavy!" Laurel Richardson, Ph.D., The Ohio State University An engaging piece of public scholarship, Blue provides rich food for thought about the pop culture landscape and how it shapes our own stories. This will be a useful and fun teaching tool." Sut Jhally, Ph.D., University of Massachusetts at Amherst; Founder & Executive Director, Media Education Foundation Patricia Leavy, Ph.D., is an award-winning independent sociologist and best-selling author.

**Texts Of Desire** - Linda K. Christian-Smith University of Wisconsin-Oshkosh, USA. 2014-01-14

First published in 1993. Routledge is an imprint of Taylor & Francis, an informa company.

*Gender, Race, and Class in Media* - Gail Dines 2003

Gender, Race and Class in Media examines the mass media as economic and cultural institutions that shape our social identities. Through analyses of popular mass media entertainment genres, such as talk shows, soap operas, television sitcoms, advertising and pornography, students are invited to engage in critical mass media scholarship. A comprehensive introductory section outlines the book's integrated approach to media studies, which incorporates three distinct but related areas of investigation: the political economy of production, textual analysis and audience response. The readings include a dozen new original essays, edited for maximum accessibility. The book provides: - A comprehensive, critical introduction to Media Studies - An analysis of race that is integrated into all chapters - Articles on Cultural Studies that are accessible to undergraduates - An extensive bibliography and section on media resources - Expanded coverage of "queer" representations in mass media - A new section on the violence debates - A new section on the Internet Together with new section introductions, these provide a comprehensive critical introduction to mass media studies.

**Misreading Masculinity** - Thomas Newkirk 2002

In this important book Tom Newkirk takes an up-close look at elementary boys and their relationship to sports, movies, video games, and other venues of popular culture.

**Spreading Misandry** - Paul Nathanson 2001-10-16

Nathanson and Young urge us to rethink prevalent assumptions about men that result in profoundly disturbing stereotypes that foster contempt. Spreading Misandry breaks new ground by discussing misandry in moral terms rather than purely psychological or sociological ones and by criticizing not only ideological feminism but other ideologies on both the left and the right.

*Gender Diversity and LGBTQ Inclusion in K-12 Schools* - Sharon Verner Chappell 2018-06-27

This exploration of effective practices to support lesbian, gay, bisexual, transgender, queer (LGBTQ) and gender-diverse students in elementary, middle, and high school contexts focuses on curriculum, pedagogy, and school environment. Narratives and artwork from the field are framed by sociocultural and critical theory as well as research-based elaboration on the issues discussed. Applications of antidiscrimination law and policy, as well as learning skills like creativity, collaboration, and critical thinking help teachers tackle some of the most significant educational challenges of our time. The stories of real-world practices offer encouragement for building inclusive environments and enhancing social-emotional relationships among youth, families, and schools. Gender Diversity and LGBTQ Inclusion in K-12 Schools provides a helpful roadmap for educators hoping to create safe and empowering spaces for LGBTQ and gender-diverse students and families.

**Ain't I a Diva?** - Kevin Allred 2019-06-11

"[Allred] interrogates Beyoncé's music and videos to explore the complicated spaces where racism, sexism, and capitalism collide." —Kirkus Reviews In 2010, Professor Kevin Allred created the university course "Politicizing Beyoncé" to both wide acclaim and controversy. He outlines his pedagogical philosophy in *Ain't I a Diva?*, exploring what it means to build a syllabus around a celebrity. Topics range from a capitalist

critique of “Run the World (Girls)” to the politics of self-care found in “Flawless”; Beyoncé’s art is read alongside black feminist thinkers including Kimberlé Crenshaw, Octavia Butler, and Sojourner Truth. Combining analysis with classroom anecdotes, Allred attests that pop culture is so much more than a guilty pleasure, it’s an access point—for education, entertainment, critical inquiry, and politics. “Proving himself a worthy member of the BeyHive, Kevin Allred takes us on a journey through Beyoncé’s greatest hits and expansive career—peeling back their multiple layers to explore gender, race, sexuality, and power in today’s modern world. A fun, engaging, and important read for long-time Beyoncé fans and newcomers alike.” —Franchesca Ramsey, author of *Well, That Escalated Quickly* “Ain’t I a Diva? explores the phenomenon of Beyoncé while explicitly championing not only her immense talent and grace but what we can learn from it. In this celebration of Beyoncé, and through her, other Black women, Allred is giving us room to be exactly who we are so that maybe we, too, can stop the world then carry on!” —Keah Brown, author of *The Pretty One* “A must-read for any fan of Beyoncé and of fascinating feminist discourse.” —Zeba Blay, senior culture writer, HuffPost

*Teaching across Cultures* - Chinwe H. Ikpeze 2015-04-27

*Teaching across Cultures: Building Pedagogical Relationships in Diverse Contexts* captures the tensions,

complexities as well as the transformational potentials of teaching across multiple cultural contexts. The book evolved from cumulative self-studies that examined one teacher educator’s teaching practice, the cultural impact on this practice, and how she facilitated transformative teaching and learning. While every act of teaching occurs across cultures such as institutional culture, invisible cultures, classroom cultures, among others, educators who teach as cultural outsiders have to navigate the tensions, complexities and contradictory realities of cross-cultural teaching. The tensions can be reduced or managed through responsive pedagogy, relationship building and teaching in the third space. These transformational approaches not only help to identify and close the perpetual gaps in teaching and learning but also position effective teaching within a pedagogical common ground that values student voices, facilitates pedagogical flexibility and uses diversity as a teaching tool. In a world of ubiquitous and interactive learning environments, both the physical and virtual spaces play a vital role in teaching and teacher-student relationships. The book points to the necessity of teacher educators’ learning through diverse professional networks but more importantly through self-study. It is only through this introspective examination of one’s teaching and students’ learning as well as taking an ontological attitude to teaching that educators can achieve success in diverse contexts.