

| Week | Thematic Content | Readings | Due Dates |
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| 1 | Introduction to Cultural Studies | Course Syllabus <i>View the Matrix</i> | Jan. 6th |
| 2 | How might we situate our understandings of mass culture and youth subculture in relation to cultural studies? | Course Reader: Guins, R. & Cruz, A. O. (2005). <i>Popular Culture: A Reader</i> (Intro, Ch.1-5). London: Sage Publications Inc. | Jan. 13th |
| 3 | What is the “isness” of cultural studies and educational theory in relation to the concept of praxis? | Book: Freire, P. (1970/1990). <i>Pedagogy of the Oppressed</i> . New York: Continuum. Course Reader: Giroux, H. A. (2000). Postmodern Education and Disposable Youth. In Peter Pericles Trifonas (Ed.), <i>Revolutionary Pedagogies: Cultural Politics, Instituting Education, and The Discourse of Theory</i> . New York: RoutledgeFalmer. | Jan. 20th |
| 4 | How might we situate theories of representation in relation to our responsibilities as public educators? | Course Reader: Hall, Stuart. (1997). The work of representation. In Hall, S. (Ed.), <i>Representation: Cultural representations and signifying practices</i> (pp. 1-74). London: Sage. Guest Lecturer: Awad Ibrahim Online Reading: Giroux, H. A. (2004). Pedagogy, Film, and the Responsibility of Intellectuals: A Response. <i>Cinema Journal</i> , 43 (2), pp. 119-127. | Jan 27th |
| 5 | How might cultural studies and educational theory inform our conceptions of teachers/educators as public intellectuals? | Online Articles Giroux, H. A. (1982). The Politics of Educational Theory. <i>Social Text</i> , 5, pp. 87-107. Giroux, H. A. (1990). Perspectives and Imperatives Curriculum Theory, Textual Authority, and The Role of Teachers as Public Intellectuals. <i>Journal of Curriculum and Supervision</i> , 5 (4), pp. 361-383. Course Reader: Morris, M. (2003). Queer Pedagogies: Camping Up the Difference. In Peter Pericles Trifonas (Ed.), <i>Pedagogies of Difference</i> . New York: RoutledgeFalmer. | Feb. 3rd |

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| 6 | <p>How might we deconstruct social constructions of youth identities through popular culture and the media?</p> | <p>Books: Giroux, H. A. (1997). <i>Channel Surfing: Race Talk and the Destruction of Today's Youth</i>. Toronto: Canadian Scholar's Press. <i>View Episode of 90210 and/or Wired</i></p> | <p>Feb. 10th</p> |
| 7 | <p>Reading Week</p> | <p>Make sure to start reading <i>Banana Boys</i>.</p> | <p>Feb. 17th</p> |
| 8 | <p>How might we understand culture and representations of culture as a racialized text in Canada?</p> | <p>Woo, T. (2000). <i>Banana Boys</i>. Toronto: Cormorant Books.</p> | <p>Feb. 24th</p> |
| 9 | <p>How might we understand theories of representation, mass media, social identities, and their implications for school practices?</p> | <p>Course Reader: Dance, J. (2002). <i>Tough Fronts: The Impacts of Street Culture on Schooling</i>. New York: RoutledgeFalmer. <i>View Save the Last Dance</i></p> | <p>Mar. 3rd</p> |
| 10 | <p>How might we understand the cultural concept of being born digital in relation to educational theory and praxis?</p> | <p>Course Reader: Palfrey, J. & Gasser, U. 2008). <i>Born Digital: Understanding the First Generation of Digital Natives</i>. New York: Basic Books. Buckingham, D. (2008). Introducing Identities. In David Buckingham (Ed.), <i>Youth Identity, and Digital Media</i>. Cambridge, Massachusetts: MIT Press. Herring, S. C. (2008). Questioning the Generational Divide: Technological Exoticism and Adult Constructions of Online Youth Identity. In David Buckingham (Ed.), <i>Youth Identity, and Digital Media</i>. Cambridge, Massachusetts: MIT Press.</p> | <p>Mar. 10th</p> |
| 11 | <p>How might we understand symbolic representations of digital subcultures?</p> | <p>Course Reader: Guins, R. & Cruz, A. O. (2005). <i>Popular Culture: A Reader</i> (21 and 29). London: Sage Publications Inc. Boyd, D. (2008). Why Youth Love Social Network Sites: The Role of Networked Publics in Teenage Social Life. In David Buckingham (Ed.), <i>Youth Identity, and Digital Media</i>. Cambridge, Massachusetts: MIT Press. Douglas T. KPK, Inc: Race, Nation, and Emergent Culture in Online Games. In Anna Everett <i>Learning Race and Ethnicity: Youth and Digital Media</i>. Cambridge, Massachusetts: MIT Press. Guins, R. (2008). Hip-Hop 2.0. In Anna Everett <i>Learning Race and Ethnicity: Youth and Digital Media</i>. Cambridge, Massachusetts: MIT Press. Outline for final paper due (5%)</p> | <p>Mar. 17th</p> |

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| 12 | <p>How might we understand the notion of praxis as it relates to the teaching of cultural studies to youth through media?</p> | <p>Book:</p> <p>Goodman, S. (2003). <i>Teaching Youth Media</i>. New York, New York: Teachers College Columbia University.</p> <p><i>First draft of final paper due (10%)</i></p> | <p>Mar 24th</p> |
| 13 | <p>Bringing it: Cultural Studies, Educational Theory, and Praxis?</p> | <p>Online Reading:</p> <p>Schwind, J. (2008). Cool Coaching at Ridgemont High. <i>Journal of Popular Culture</i>, 41 (6), pp. 1012-1032.</p> <p>Giroux, H. A. (1993). Disturbing the Peace: Writing in the Cultural Studies. <i>College Literature</i>, 20 (2), pp. 13-26.</p> <p>Course Reader:</p> <p>Greene, M. (1995). <i>Releasing the Imagination: Essay on Education, The Arts, and Social Change</i> (Chapter 4, Discovering Pedagogy). San Francisco: Jossey-Bass Publishers.</p> <p><i>Viewing of a film to be announced</i></p> <p><i>Title and abstract for final paper due (5%)</i></p> | <p>March 31st</p> |
| 14 | <p>Cultural Studies, Educational Theory, and Praxis Graduate Student Conference</p> | <p><i>Final Paper Due (20%)</i></p> | <p>Apr. 7th</p> |