

FASHIONING THE FEMININE

GIRLS, POPULAR CULTURE AND SCHOOLING



PAM GILBERT & SANDRA TAYLOR

Fashioning The Feminine Girls Popular Culture And Schooling

Barbara Comber



Fashioning The Feminine Girls Popular Culture And Schooling:

Fashioning the Feminine Pam Gilbert, Sandra Taylor, 1991 A critical consideration of the roles played by popular culture and schooling in the construction of teenage female identity and the possibilities that exist for challenges and change to that identity

Elite Girls' Schooling, Social Class and Sexualised Popular Culture Claire Charles, 2013-11-26 Young women's identities are an issue of public and academic interest across a number of western nations at the present time This book explores how young women attending an elite school for girls understand and construct empowerment It investigates the extent to which and the ways in which their constructions of empowerment and identity work to overturn or resist key regulations and normative expectations for girls in post feminist hyper sexualised cultural contexts The book provides a succinct overview of feminist theorisations of normative femininities in young women's lives in western cultural contexts It includes familiar sexist discourses such as sexual double standards as well as more recent commentary about the regulation of young women's subjectivities in neoliberal post feminist hyper sexualised cultures Drawing on ethnographic research in the context of an elite girls secondary school the author explores how empowerment for young women is constructed and understood across a range of textual practices From visual representations of young women in school promotional material to students constructions of popular celebrities the question of how girls resistance to normative femininities begins to develop is examined This rich empirical work makes a unique contribution to the study of elite schooling within the sociology of education drawing on important insights from the field of critical girlhood studies and posing a challenge to popular feminist notions about media literacy young women and empowerment It will be of interest to scholars and postgraduates in the areas of gender studies sociology education youth studies and cultural studies

Popular Literacies, Childhood and Schooling Jackie Marsh, Elaine Millard, 2013-04-03 This bold forward thinking text offers a clear rationale for the development of curricula and pedagogy that will reflect young people's in school and out of school popular culture practices By providing a sound theoretical framework and addressing popular culture and new technologies in the context of literacy teacher education this book marks a significant step forward in literacy teaching and learning It takes a cross disciplinary approach and brings together contributions from some of the world's leading figures in the field Topics addressed include children's popular culture in the home informal literacies and pedagogic discourse new technologies and popular culture in children's everyday lives teachers working with popular culture in the classroom This book illustrates the way in which literacy is evolving through popular culture and new technology and is an influential read for teachers students researchers and policy makers

Girl Culture Claudia Mitchell, Jacqueline Reid-Walsh, 2007-12-30 Never before has so much popular culture been produced about what it means to be a girl in today's society From the first appearance of Nancy Drew in 1930 to Seventeen magazine in 1944 to the emergence of Bratz dolls in 2001 girl culture has been increasingly linked to popular culture and an escalating of commodities directed towards girls of all ages Editors Claudia A Mitchell and Jacqueline Reid Walsh investigate

the increasingly complex relationships struggles obsessions and idols of American tween and teen girls who are growing up faster today than ever before From pre school to high school and beyond Girl Culture tackles numerous hot button issues including the recent barrage of advertising geared toward very young girls emphasizing sexuality and extreme thinness Nothing is off limits body image peer pressure cliques gangs and plastic surgery are among the over 250 in depth entries highlighted Comprehensive in its coverage of the twenty and twenty first century trendsetters fashion literature film in group rituals and hot button issues that shape and are shaped by girl culture this two volume resource offers a wealth of information to help students educators and interested readers better understand the ongoing interplay between girls and mainstream culture

Governing the Child in the New Millennium Kenneth Hultqvist, Gunilla Dahlberg, 2013-01-11 The contributors and editors of this volume begin from the assumption that the changes wrought by globalization compel us to reflect upon the status of the child and childhood at the end of the 20th century Their essays consider what techniques and technologies are used to govern the child what role the family plays what is global and what is culturally specific in the changes and how the subject is constructed and construed

Dressed for War Nina Edwards, 2014-10-27 Men in khaki and grey squatting in the trenches women at work gender bending in goggles and overalls over their trousers a girl at the Paris theatre in pleated beaded silk a bangle on her forearm made from copper fuse wire from the Somme What people wear matters Copiously illustrated this book is the story of what people on both sides wore on the front line and on the home front through the seismic years of World War I Nina Edwards reveals fresh aspects of the war through the prism of the smallest details of personal dress of clothes hair and accessories both in uniform and civilian wear She explores how during a period of extraordinary upheaval and rapid change a particular preference for a type of razor blade or perfume say or the just so adjustment to the tilt of a hat offer insights into the individual experience of men women and children during the course of World War I

What About The Boys? Martino, Wayne, Meyenn, Bob, 2001-10-01 This book brings together leading researchers from Australia United Kingdom and the United States to explore issues of boys schooling and masculinities within the context of the current concern about the education of boys The contributors draw on detailed empirical research to highlight some important issues that are not addressed in public debates about boys in the media

Schooling the Child Helena Austin, Bronwyn Dwyer, Peter Freebody, 2005-08-19 What is a child How is the concept of childhood defined This book aims to explore these perennial and complex questions by looking at the way in which society constructs and understands childhood The authors focus in particular on the school a key location within which social and cultural notions of childhood are defined and performed The book is divided into three major parts Part 1 frames the accepted notions of childhood and schooling and introduces ethnomethodological analysis as a tool to rethink current versions of the child Part 2 focuses on how school students become members of a category within the institution of the classroom The authors explore this idea through transcripts of talk between teachers and students and amongst students themselves in two classroom studies Part 3

looks at the materials of education concentrating specifically on children's texts. The authors examine how such texts portray a notion of the child within the story and also assume a notion of the child as reader of the story. This important book shows how much is at stake for children in accepting adults' deep-seated notions of childhood. It will be of great interest to educational researchers and policy makers, sociologists of childhood, teachers and student teachers.

Girlhood and the Politics of Place Claudia Mitchell, Carrie Rentschler, 2016-01-01. Examining context-specific conditions in which girls live, learn, work, play, and organize deepens the understanding of place-making practices of girls and young women worldwide. Focusing on place across health, literary and historical studies, art history, communications, media studies, sociology, and education allows for investigations of how girlhood is positioned in relation to interdisciplinary and transnational research methodologies, media environments, geographic locations, history, and social spaces. This book offers a comprehensive reading on how girlhood scholars construct and deploy research frameworks that directly engage girls in the research process.

Answering Back Jill Blackmore, Jane Kenway, Leonie Rennie, Sue Willis, 2004-01-14. *Answering Back* exposes the volatility of gender reform in many different schools and classrooms. It tells stories in close-up and from below, allowing everyone to talk about anxious boys, naughty girls, cantankerous teachers, pontificating principals, and feisty feminists. This book challenges many sacred ideas about gender reform in schools and will surprise and unsettle teachers and researchers. It draws on a deep knowledge of gender issues in schools and of feminist theories, policies, and practices. It is compelling and provocative reading at the leading edge.

Making Of Men Ghail, Mairtin, 1994-04-01. Mairtin Mac an Ghail explores how boys learn to be men in schools while policing their own and others' sexuality. The text focuses on the students' confusions and contradictions in their gendered experiences and upon how schools actively produce through the official and hidden curriculum a range of masculinities which young men come to inhabit. The author attempts to do full justice to the complex phenomenon of male heterosexual subjectivities and to the role of schooling in forming sexual identities.

Literacy, Place, and Pedagogies of Possibility Barbara Comber, 2015-07-30. How can teachers ensure a pedagogy of possibility underpinned by social justice and what has literacy got to do with this? This book explores the positive synergies between critical literacy and place-conscious pedagogy. Through rich classroom research, it introduces and demonstrates how a synthesis of insights from theories of space and place and literacy studies can underpin the design and enactment of culturally inclusive curriculum for diverse student communities and illustrates how making place and space the objects of study provide productive resources for teachers to design enabling pedagogical practices that extend students' literate repertoires. The argument is that systematic study of and engagement with specific elements of place can enable students' academic learning and literacy.

Literacy, Place, and Pedagogies of Possibility is informed by critical literacy, place-conscious pedagogy, and spatial theory. It is richly illustrated with examples from classroom research, including teacher and student artifacts, and provides new directions for classroom practice in critical literacy. This novel combination of multidisciplinary theory and classroom research extends

previous work in critical literacy pedagogy drawing on two decades of ethnographic and collaborative inquiry in classrooms situated in culturally and linguistically diverse classrooms *Literary Practices As Social Acts* Cynthia Lewis, 2001-07 Examines how the social and cultural contexts of classroom and community shape four classroom practices involving literature read aloud peer led literature discussions teacher led literature discussions independent reading **Handbook of Reading Research, Volume III** Michael L. Kamil, Peter B. Mosenthal, P. David Pearson, Rebecca Barr, 2016-11-18 In Volume III as in Volumes I and II the classic topics of reading are included from vocabulary and comprehension to reading instruction in the classroom and in addition each contributor was asked to include a brief history that chronicles the legacies within each of the volume's many topics However on the whole Volume III is not about tradition Rather it explores the verges of reading research between the time Volume II was published in 1991 and the research conducted after this date The editors identified two broad themes as representing the myriad of verges that have emerged since Volumes I and II were published 1 broadening the definition of reading and 2 broadening the reading research program The particulars of these new themes and topics are addressed **Understanding Popular Music** Roy Shuker, 2013-01-11 Understanding Popular Music is a comprehensive introduction to the history and meaning of popular music It begins with a critical assessment of the different ways in which popular music has been studied and the difficulties and debates which surround the analysis of popular culture and popular music Drawing on the recent work of music scholars and the popular music press Shuker explores key subjects which shape our experience of music including music production the music industry music policy fans audiences and subcultures the musician as star music journalism and the reception and consumption of popular music This fully revised and updated second edition includes case studies and lyrics of artists such as Shania Twain S Club 7 The Spice Girls and Fat Boy Slim the impact of technologies including on line delivery and the debates over MP3 and Napster the rise of DJ culture and the changing idea of the musician a critique of gender and sexual politics and the discrimination which exists in the music industry moral panics over popular music including the controversies surrounding artists such as Marilyn Manson and Ice T a comprehensive discography guide to further reading and directory of websites [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 **Globalisation, Cultural Identity and Nation-Building** Joseph Zajda, Suzanne Majhanovich, 2021-02-11 This book critiques dominant discourses and debates pertaining to cultural identity set against the current backdrop of growing social stratification and unequal access to quality education It addresses current discourses concerning globalisation ideologies and the state as well as approaches to constructing national ethnic and religious identities in the global culture It explores the ambivalent and problematic connections between the state globalisation the construction of cultural identity and the nation building process also in connection with history education and the history textbooks used in schools The book also explores conceptual frameworks and methodological approaches applicable to

research on the state globalisation nation building and identity politics Drawing on diverse paradigms ranging from critical theory to globalisation the book by focusing on globalisation ideology and cultural identity critically examines recent research in history education and its impact of identity politics as well as the most significant dimensions defining and contextualising the processes surrounding nation building and identity politics globally Given the need for a multiple perspective approach the authors who have diverse backgrounds and hail from different countries and regions offer a wealth of insights contributing to a more holistic understanding of the nexus between the nation state and national identity

Equality and Power in Schools Anne Lodge, Kathleen Lynch, 2004-11-23 Based on a study of 12 schools over a two year period this book explores issues of equality and power both in the classroom and in the staffroom Through classroom observation interviews with pupils and staff focus groups and questionnaires the authors examine classroom practice grouping and streaming peer group relations and attitudes to power relationships both between pupils and teachers and amongst teachers themselves They also look particularly at the different experiences of pupils in single sex and co educational schools The authors findings offer an insight into the way schools operate in terms of social class gender religion and ethnicity and raise fundamental questions about the use and abuse of power in schools and how this affects the lives of pupils and staff This book will be of interest to those studying education sociology gender studies and women s studies and to policy makers and teachers in senior management roles

Think Sociology John Carl, Sarah Baker, Brady Robards, John Scott, Wendy Hillman, Geoffrey Lawrence, 2011-08-16 THINK Currency THINK Issues THINK Relevancy THINK Sociology With an engaging visual design and just 15 chapters THINK Sociology is the Australian Sociology text your students will want to read This text thinks their thoughts speaks their language grapples with the current day problems they face and grounds sociology in real world experiences THINK Sociology is informed with the latest research and the most contemporary examples allowing you to bring current events directly into your unit with little additional work

A History of Literacy Education Robert J. Tierney, P. David Pearson, 2021 The scope and nature of this account of the modern history of reading literacy education especially tied to the aspirational readers are unique Enlisting the metaphor of waves it traces monumental shifts in theory research and practice related to reading education and literacy that represent developments that verge on revolutionary changes Each of these waves is accompanied with a discussion of the aspirational reader that sets the stage for contemplating these shifts and their significance The discussions trace the research and theoretical developments in a fashion that exemplifies the origins of the shifts and their influences

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