

Jan 1st, 12:00 AM - 12:00 AM

Critical Media Literacy Program 2017

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Critical Media Literacy, "Critical Media Literacy Program 2017" (2017). *International Critical Media Literacy Conference*. 28.
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CRITICAL MEDIA LITERACY CONFERENCE

FEBRUARY 25, 2017 | COASTAL GEORGIA CENTER | SAVANNAH, GEORGIA

CONFERENCE PROGRAM

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Critical Media Literacy | February 25, 2017 | Schedule-at-a-Glance

7:30 - 8:10 a.m. Main Lobby | On-Site and Pre-Registration

8:10-9:40 a.m.	Room 210 Paper Session 1A	Exploring Comics as a Mode of Teaching and Learning (Video Conference) <i>Heeba Din and Dr. Syeda Afshana; University of Kashmir, India</i>
	Room 217 Panel Session 1B	Negotiating Our Intellectual Roles on Social Media in the Age of Neoliberalism <i>Dr. Jennifer Beech, Dr. Heather Palmer, and Dr. Matthew W. Guy; University of Tennessee at Chattanooga</i>
	Room 218 Paper Session 1C	Between Two Ferns: Using Humor to Teach Critical Media Literacy in a Neoliberal World <i>Dr. Molly A. Swick; Northern Illinois University</i>
		"It Was the River that Taught Me..." The Southern Rural Ecology as Educative Space <i>Dr. Rebekah Cordova; University of Florida</i>

9:40-9:50 a.m. Break

9:50-11:20 a.m.	Panel Session 2A Room 217	Spacebook: Facebook without Consequences, <i>Dr. Derrick Tennial; Grand Canyon University and Let's RETHink That</i>
		The Role of Media in the Rise of Populism <i>Dr. Rose A. Dyson, Ed.D; Canadians Concerned About Violence in Entertainment</i>
		Voluntary Subservience: Capitalism as Religion in the Era of Reality Television Politics <i>Dr. William M. Reynolds; Georgia Southern University</i>
	Poster Session 2B Room 210	Cooperative Economics for Lower Class Communities <i>Oraene Morgan, Sacred Heart University and Maulana Karenga, California State University - Long Beach</i>
	Paper Session 2C Room 218	BLM and CML; Is There a Connection? <i>Dr. Bill Yousman; Sacred Heart University</i>
		Dusty and Digital; Hip Hop and Critical Media Literacy <i>Craig Arthur, Virginia Tech and Matt Dale; High Point Public Library</i>
		Unvarnished Truth of Social Media: Why Critical Media Literacy is Needed (Now More than Ever) <i>Dr. Allison Butler, PhD; University of Massachusetts Amherst</i>

11:30 - 1:00 p.m. | Room 111/113 | Lunch & Keynote Address

Welcome: Dr. Thomas Koballa, College of Education, Georgia Southern University

Keynote Address: Dr. Peter McLaren, Chapman University

"Beyond Passive Resistance: Critical Pedagogy at the Crossroads"

Critical Media Literacy | February 25, 2017 | Schedule-at-a-Glance

1:50-2:25 p.m.	Panel Session 3A Room 210	Out of the Tragedy and Structure of White Supremacy and into Nelson Mandela's Dream in 2017 America <i>Dr. Robert L. Lake, Michael Baugh, and M. Christopher Pugh; Georgia Southern University</i>
	Paper Session 3B Room 212	Effective Social Media Implementation and Interaction to Promote Effective Civic Engagement and Awareness <i>Dr. Angela M. Wilson, Brittany V. Rossette-Jones, Miya Kemp, Crystal Bridges, Asia Wilkerson, and Kayla Jackson; Savannah State University</i>
	Paper Session 3C Room 217	Preparing Educators to Teach Critical Media Literacy <i>Dr. Jeff Share; University of California Los Angeles</i>
	Paper Session 3D Room 218	So what IS Critical Media Literacy? The Differences Media Literacy and Critical Media Literacy, <i>Dr. Danielle T. Ligocki, Ed.D., Oakland University</i>
The Challenges and Rewards of Critical Media Literacy in the Age of Neoliberal University, <i>Dr. Lori Bindig, PhD; Sacred Heart University</i>		
Counter Narratives of War in Video Games <i>Yacine Kout; University of North Carolina Greensboro</i>		
Effective Critical Media Literacy Pedagogy in Higher Education: Turning Social Justice Theory into Practice, <i>Dr. Nolan Higdon; California State University, East Bay</i>		
2:25-2:35 p.m. Break		
2:35-4:05 p.m.	Panel Session 4A Room 210	Trump Talk: Normalizing Hate Speech Media Spectacle – And UCLA Voices of Resistance to Donald Trump's Rhetoric of Resistance <i>Deborah Shin and Tara Adler; University of California Los Angeles</i>
	Paper Session 4B Room 212	Critical Media Literacy and Climate Change, <i>Dr. Jeff Share; University of California Los Angeles</i>
	Paper Session 4C Room 217	Giving Voice to the “Speechless”: Depictions of Disability in Television and the Identity Politics of Disability Studies <i>Ellen M. Hotchkiss; Georgia Southern University</i>
		Implementing and Assessing Media Literacy in the College Classroom, <i>Dr. Andrea M. Bergstrom; Coastal Carolina University</i>
		Critical Action: A Framework for Curricular Integration or Implementation, <i>Ben Boyington, M.Ed.; Action Coalition for Media Education; Global Critical Media Literacy Project</i>
	Paper Session 4D Room 218	The Commenter in Chief: Trump and the Political Economy of the Internet <i>Dr. Daniel Chapman; Georgia Southern University</i>
		Critical Media Literacy in the Era of Trump <i>Angela F. Pack; Hudson County Community College and Montclair State University</i>
		Visually Framing a Pedagogy for Space during the 2011 Chilean Student Movement <i>Zane Wubbena; Texas State University</i>
		Critical Hip-Hop and the Pedagogy of the Populace <i>Kevin W. Clinard; University of Texas at Austin</i>
	4:10-5:00p.m. Room 111/113 Closing Remarks End of Conference Meet and Greet Session	

Lunch and Keynote | 11:30am-1:00pm

Room 111/113

Welcome: Dr. Thomas Koballa, Dean of the College of Education; Georgia Southern University

Keynote Address

Dr. Peter McLaren, Chapman University

"Beyond Passive Resistance: Critical Pedagogy at the Crossroads"



Dr. McLaren's talk will open with how the U.S. population has become perilously divided, and how this division has been exacerbated by the results of the recent presidential election, such as attacks on journalists and other events. The talk will highlight that the debates between the populist right and the left often are too limited because, while they both decry corporations and Wall Street corruption, their positions neglect problems inherent within capitalist social relations. Dr. McLaren will make a case that democracy can best thrive by seeking a democratic socialist alternative, a position that has biblical support in the teachings of Jesus.

Dr. McLaren is the author and editor of nearly 50 books and his writings have been translated into over 25 languages. Five of his books have won the Critic's Choice Award of the American Educational Studies Association. Dr. McLaren's book, *Life in Schools: An Introduction to Critical Pedagogy in the Foundations of Education* (New York: Routledge), has been named one of the 12 most significant writings by foreign authors in the field of educational theory, policy and practice by the Moscow School of Social and Economic Sciences.

Dr. McLaren also worked as a consultant for the National Film Board of Canada and served on the Canadian Cancer Society Educational Subcommittee, 1980-83. While a doctoral candidate, he developed a pilot television program called *Kidding Around* for Multicultural TV. Dr.

McLaren earned his doctorate in 1984, and served the following year as Special Lecturer in Education at Brock University where he specialized in teaching language arts in urban schools. Dr. McLaren moved to the United States in 1985 to help create The Center for Education and Cultural Studies at Miami University of Ohio where he served as Director, held the title of Renowned Scholar-in-Residence, and taught from 1985-1993. Dr. McLaren then taught at the University of California, Los Angeles from 1985-2013 as a Doctor in the Division of Urban Schooling at the Graduate School of Education and Information Studies. Dr. McLaren is a dual Canadian- American citizen, having become a US citizen in 2000. Dr. McLaren holds Honorary Doctorates from The University of Lapland, Finland, the Universidad del Salvador, Buenos Aires, Argentina and Universidad Nacional de Chilecito, Argentina.

Dr. McLaren is associated with Chapman's historical commitment to the memory of Paulo Freire, as demonstrated by the university's Freire archive collection and the only known North American bust of the great Brazilian pedagogical theorist. In 2014, Dr. McLaren donated his extensive collection of Latin American revolutionary art to Chapman's Leatherby Libraries and has also donated his papers and numerous personal artifacts to Chapman's Paulo Freire Archives. A scholar and activist whose written work and educational activism attempts to reflect the goals and educational practices developed by his mentor, Paulo Freire, Dr. McLaren is a frequent international speaker whose work has a global reach.

Session 1

8:10-9:40 a.m.

Exploring Comics as a Mode of Teaching and Learning

Heeba Din and Dr. Syeda Afshana; University of Kashmir, India

Paper Session 1A
Room 210

A PowerPoint presentation will focus on elaborating main research findings and recommendations. The presentation will touch crucial research studies similar to the topic as well as shed light on how comics and graphic novels can be incorporated in the academic curriculum to develop critical thinking and learning. Building upon the current trend of digital multimedia comics, the presentation will also highlight how new media can be used for promoting multiple literacies.

Chair: Dr. William M. Reynolds; Georgia Southern University

Panel Session 1B
Room 217

Negotiating Our Intellectual Roles on Social Media in the Age of Neoliberalism

Dr. Jennifer Beech, Dr. Heather Palmer, and Dr. Matthew W. Guy; University of Tennessee at Chattanooga

This panel takes up the critical pedagogical imperative of addressing with our students our constructions of ethos and our roles as intellectuals on social media (Facebook, Twitter, Instagram) -- particularly in light of the 2016 presidential election in which a candidate was aided to victory not only by Russian interference, but also by a proliferation of fake news circulated via social media.

Chair & Discussant: Dr. Jennifer Beech; University of Tennessee at Chattanooga

Paper Session 1C
Room 218

Between Two Ferns: Using Humor to Teach Critical Media Literacy in a Neoliberal World

Dr. Molly A. Swick; Northern Illinois University

Using humor has the power to break down barriers and provide opportunities for dialogue, which can help teachers establish an atmosphere that encourages students to express their concerns and assist in creating the critical consciousness needed to navigate mass media. In this session, the literature supporting the use of humor as a pedagogical tool, as well as the six critical media literacy questions posed by Funk, Kellner and Share (2016) will be presented, followed by an example using the Between Two Ferns with Zach Galifianakis 2013 interview of President Barack Obama.

"It Was the River that Taught Me..." The Southern Rural Ecology as Educative Space.

Dr. Rebekah Cordova; University of Florida

This paper attempts to address the research questions: How might we know what is educational in the Southern rural setting and, of what, within the specific historical relationships between people and people to the land, draws our attention to this matter? How will what we find inform the work to improve the experience education and schools in the rural South? Using phenomenologically-inspired interviewing, this paper explores the first phase of research located within a rural Florida school community where participating teachers critically reflect on their early learning experiences rooted in their rural landscapes. In the first phase of the research, teachers interact with illustrated media in order to re-call and re-form their understanding of themselves as learners, themselves as teachers, and their pedagogical relationships with their students.

Chair: Dr. Rebekah Cordova; University of Florida

Session 2

9:50-11:20 a.m.

Panel Session 2A
Room 217

Spacebook: Facebook without Consequences

Dr. Derrick Tennial; Grand Canyon University and Let's RETHink That

Social media is often used as a shield for people to either be someone else or hide behind what they really feel without the fear of consequences. This presentation will explore the empowerment Facebook and other users feel as social media users without the fear of consequences.

The Role of Media in the Rise of Populism

Dr. Rose A. Dyson, Ed.D; Canadians Concerned About Violence in Entertainment

This session will focus on the role of media in facilitating the rise of populism. It will be argued that the profit driven underpinnings to all forms of media - entertainment, advertising, or social media have contributed to the rise of populism. Today, falsehoods, and spin have obscured factual reporting and compromised the cultural environment. The extent to which media violence in a myriad of forms has fueled this scenario will be identified and discussed.

Voluntary Subservience: Capitalism as Religion in the Era of Reality Television Politics

Dr. William M. Reynolds; Georgia Southern University

The presentation begins with a description of the current historical moment and a discussion of voluntary subservience, technological obsessiveness, confession, the quest for fame and the ways in which capitalism is a religion in the 21st century. Next, the presentation will discuss the necessity of critical media literacy and its opposition to the current state of acquiescence and corporate media. Third, the presentation will discuss the ways in which a practical hopeful struggle of chaotic disruptions can be waged for a dynamic democracy that works for social justice and a better world.

Chair and Discussant: Dr. William Reynolds; Georgia Southern University

Poster Session 2B
Room 210

Cooperative Economics for Lower Class Communities

Oraene Morgan, Sacred Heart University and Maulana Karenga, California State University - Long Beach

This presentation will present enrichment programs and community engagement activities focused on establishing autonomy and continuity in lower class society. For example, the presentation will detail how lower class communities can establish their own community banking system to facilitate community development. Media literacy is going to be taught to young adults to combat the negative representation of black identity, and to help demonstrate how the media is keeping the lower class isolated from fostering development.

Chair: Oraene Morgan; Sacred Heart University



847 Plant Drive Statesboro, Georgia 30460
(912) 478-5555 | elp@georgiasouthern.edu

Paper Session 2C
Room 218

BLM and CML; Is There a Connection?

Dr. Bill Yousman; Sacred Heart University

In 2012, the murderer of African American teenager Trayvon Martin was found not guilty by a Florida jury. In the wake of this acquittal the organization #BlackLivesMatter was formed, initially on social media. While Black Lives Matter is a peaceful protest movement, many voices on the political right and in the corporate media have framed it as a violent, even terrorist, organization. In this paper, Yousman explores the connections between critical pedagogy, critical media literacy, and the Black Lives Matter movement. He questions whether critical movements in education and media studies may be organically related to social justice movements outside of academic settings, or whether there is a false articulation between theory and practice suggested by the argument that #BlackLivesMatter may be considered a critical media literacy intervention.

Dusty and Digital; Hip Hop and Critical Media Literacy

Craig Arthur; Virginia Tech and Matt Dale; High Point Public Library

Join two DJs/librarians as we explore the intersection of hip hop culture, media literacy instruction, and library programming. The culture's longstanding practices emphasize transforming modes of consumption into means of production. Attendees will leave inspired to incorporate hip hop pedagogy into their praxis via proven programming from our academic and public libraries.

Unvarnished Truth of Social Media: Why Critical Media Literacy is Needed (Now More than Ever)

Dr. Allison Butler, PhD; University of Massachusetts Amherst

Drawing from the Stanford History Research Education Group's (2016) work on young people's ability to critically assess their social media, this presentation discusses the current state of critical media literacy and shares data drawn from qualitative interviews with adolescents about their sense making and use of social media. What is revealed through both focus group and private interviews matches the SHEG research: young people may be savvy in their use of social media, but are lacking in critical awareness of how to evaluate the content of their media.

Chair: Dr. Bill Yousman; Sacred Heart University



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Session 3

1:05 - 2:25 p.m.

Panel Session 3A
Room 210

Out of the Tragedy and Structure of White Supremacy and into Nelson Mandela's Dream in 2017 America

*Dr. Robert L. Lake, Michael Baugh, and M. Christopher Pugh;
Georgia Southern University*

This three member panel explores and critiques the persistence of White Supremacy along with the tragedy of Western notions of hope within the prevailing conditions of xenophobia and racial violence in Post-Obama America. We juxtapose these harsh realities by drawing strength and resilience from the lived experience of Nelson Mandela as an exemplar of critical remembrance and indigenous views of hope drawn from his cultural upbringing amongst the Ubuntu people of 19th and 20th century South Africa.

Chair and Discussant: Dr. Robert L. Lake, Georgia Southern University

Panel Session 3B
Room 212

Effective Social Media Implementation and Interaction to Promote Effective Civic Engagement and Awareness

*Dr. Angela M. Wilson, Brittany V. Rossette-Jones, Miya Kemp, Crystal Bridges, Asia Wilkerson, and Kayla Jackson;
Savannah State University*

A panel presentation composed of undergraduate Mass Communication major students at Savannah State University will discuss and provide insight into various social media platforms and implementation that affect educational foundations and practices. The panel will discuss media theory and application in correlation to social media platforms. Social media trends and forecasting of affects and implementations as it relates to multi-media and civic engagement strategy will also be addressed and discussed.

Chair and Discussant: Dr. Bobbie Plough, California State University. East Bay

Paper Session 3C
Room 217

Preparing Educators to Teach Critical Media Literacy

Dr. Jeff Share; University of California Los Angeles

This presentation explores the need to prepare educators to teach their students to think critically about the media and information they use and encounter daily so they can become empowered citizens with a sense of agency to use these tools to participate in shaping democracy. After reviewing the dearth of teacher training in media education, we describe a graduate-level course for pre-service and working teachers in critical media literacy. This course is based on a theoretical framework from cultural studies and critical pedagogy that expands the notion of literacy to include multiple types of texts as well as deepens the critical analysis to question the connections between information and power.

So what IS Critical Media Literacy? The Differences Media Literacy and Critical Media Literacy

Dr. Danielle T. Ligocki, Ed.D.; Oakland University

The purpose of this session is to delineate the differences between media literacy and critical media literacy. In the aftermath of the presidential election, many headlines are now calling for the need for media literacy -- I argue that we need to go further and work to develop critical media literacy.

The Challenges and Rewards of Critical Media Literacy in the Age of Neoliberal University

Dr. Lori Bindig, PhD; Sacred Heart University

This paper addresses the challenges and rewards of developing and implementing critical media literacy curricula in the age of the neoliberal university. Not only must educators reflect on the central role the neoliberal university plays in fostering critical media literacy, but they must also develop strategies for combating a number of institutional factors (such as administrative ignorance, revenue-driven decision-making, lack of resources, vocationalism, and disciplinary silos) that undermine and dilute critical media literacy within the academy.

Chair: Dr. Jeff Share; University of California, Los Angeles

Paper Session 3D
Room 218

Counter Narratives of War in Video Games

Yacine Kout; University of North Carolina Greensboro

This presentation focuses on the critical potential of video games through the case of study of “Soldats Inconnus: mémoires de la grande guerre.” This video game places players in the shoes of five different characters during World War 1. Through its storyline and procedural rhetoric, the game designers offer a counter narrative on war that goes against hegemonic views of honor and bravery.

Effective Critical Media Literacy Pedagogy in Higher Education: Turning Social Justice Theory into Practice

Dr. Nolan Higdon; California State University, East Bay

This session discusses the main findings from the San Francisco State University Educational Leadership Doctoral Dissertation titled “Effective Critical Media Literacy Pedagogy in Higher Education.” The study identifies the components of effective critical media literacy pedagogy in higher education. The findings focus on six themes: Engaging and Inspiring Instructors, A Critical Perspective, Inequality and Oppression, Student Participation, Contemporary Content and Tools, and Resistance and Activism.

Chair: Yacine Kout; University of North Carolina Greensboro

Session 4

2:35 - 4:05 p.m.

Panel Session 4A
Room 210

Trump Talk: Normalizing Hate Speech Media Spectacle - And UCLA Voices of Resistance to Donald Trump's Rhetoric of Resistance

Deborah Shin and Tara Adler; University of California Los Angeles

The presentation explains the winning of Donald Trump through Media Spectacles and illustrates the voices of UCLA students in his use of the ‘culture of fear’ in his rhetoric. Media Form, the source of media for this project, includes video clips of Trump's speech, videos of television news coverages, captures images of online news/newspaper coverages, coverages of The Bruin articles, and interviews of UCLA students and video clips of UCLA student protests.

Chair & Discussant: Dr. John Weaver; Georgia Southern University

Paper Session 4B
Room 212

Critical Media Literacy and Climate Change

Dr. Jeff Share; University of California Los Angeles

This presentation begins with historical context about critical media literacy and cultural studies. The audience will then use an inquiry-based framework to deconstruct representations of environmental issues. Through analyzing various media texts, such as a classic Public Service Announcement from the 1970s and contemporary media that challenge hegemonic ideologies, the audience will apply critical media literacy pedagogy to unveil common tropes and the powerful role media play in framing public discourse about climate change and environmental justice. We will also explore ways to use media to challenge problematic representations with alternative perspectives.

Chair: Dr. William M. Reynolds; Georgia Southern University

Paper Session 4C
Room 217

Giving Voice to the “Speechless”: Depictions of Disability in Television and the Identity Politics of Disability Studies

Ellen M. Hotchkiss; Georgia Southern University

Disability has been an area often overlooked in popular cultural media, especially as a main character and a main focus of television shows. The few television shows that have made it to the small screen have the advantage of starting to build connections with audience and society. This allows a deeper understanding of stereotypes and boundary transgressions when it comes to the diverse population of people with disabilities. Exploring these relationships through the new ABC series “Speechless” gives several new perspectives to explore relating to disability, identity and family.

Session 4

2:35 - 4:05 p.m.

Implementing and Assessing Media Literacy in the College Classroom

Dr. Andrea M. Bergstrom; Coastal Carolina University

Paper Session 4C
Room 217

This paper discusses the author's experiences with the implementation of critical media literacy in the university setting as well as the challenges for assessing learning objectives within media literacy initiatives. Additionally, strategies are provided for the inclusion of critical media literacy across a range of courses. While interventions that employ critical media literacy in the college classroom remain somewhat limited, the author argues that by addressing existing obstacles and sharing pedagogical strategies, educators will be better positioned to incorporate media literacy into their pedagogies.

Critical Action: A Framework for Curricular Integration or Implementation

Ben Boyington, M.Ed.; Action Coalition for Media Education; Global Critical Media Literacy Project

This framework for curricular reform, integrating or implementing critical media literacy across the content areas (or unifying the content areas), connects with various movements taking hold in US public schools, including project-based learning, competency- or standards-based education, and elimination of grades. The focus will be on middle grades and high school, but elements will be scalable for all grade levels. The presentation will culminate in a group exploration of value, purpose, and feasibility.

Chair: Dr. Andrea M. Bergstrom; Coastal Carolina University

Paper Session 4D
Room 218

The Commenter in Chief: Trump and the Political Economy of the Internet

Dr. Daniel Chapman; Georgia Southern University

Through analyzing Trump's campaign rhetoric in his rallies and debates, this paper argues that Trump is the embodiment of the uncivil and anonymous comments found across internet platforms. The Internet made his discourse acceptable, normal, and, even desirable. He has become, in fact, our Commenter-in-Chief.

Critical Media Literacy in the Era of Trump

Angela F. Pack; Hudson County Community College and Montclair State University

This presentation will share the findings of a critical literacy discussion group. This study was conducted at an urban community college with pre-service teachers and an education faculty member. They engaged in a critical literacy discussion group where they unpacked their relationship with literacy, power, and privilege in society as well as developed an understanding of critical literacy in education and society. The presentation will document the findings of the study as well as artifacts created by the participants.

Visually Framing a Pedagogy for Space during the 2011 Chilean Student Movement

Zane Wubbena; Texas State University

The 2011 Chilean student protests were a powerful social movement aimed at transforming education and, with it, the social spaces and formations of daily life. This social movement was pedagogical because students transformed the city into a classroom to gain control over the production of space. In this vein, the student movement provided a catalyst for reconstituting public education as a universal social right. Based on the perspective of spatial educational theory, Wubbena conducted a visual framing analysis of three photographs taken during the 2011 Chilean student movement. He employed a four-tiered visual framing method. The three photographs were purposefully selected from different media sources to represent the three dimensions of spatial educational theory, including learning in conceived space, studying in lived space, and teaching in perceived space. In doing so, this article provides a novel way to explain spatial educational theory by visually operationalizing it as a pedagogy for space during the Chilean student movement. This article also works to broaden our conceptualization of student movements as pedagogical events for social transformation.

Critical Hip-Hop and the Pedagogy of the Populace

Kevin W. Clinard; University of Texas at Austin

Critical hip-hop is a viable and active social, cultural, and political space in which the radical reimagining of our society is deliberate in its resistance to dominant, hegemonic prescriptions of what our society ought to be. While it has gained significant popular appeal, particularly among young people in our society, critical hip-hop and critical academic scholarship are often seen as estranged social disciplines; this presentation explores the potential for a synthesis of the two in scholarly, social, and activist spaces.

Chair: Dr. Daniel Chapman; Georgia Southern University

2017 Critical Media Literacy Conference Program Planning Committee

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