

Feb 23rd, 12:00 AM

Critical Media Literacy Conference Program 2018

Critical Media Literacy Conference

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**INTERNATIONAL
CRITICAL
MEDIA
LITERACY
CONFERENCE**

February 23-24, 2018 | Coastal Georgia Center, Savannah, GA



Special Thanks

Thank you to our Exhibitors!

ACME (Action Coalition for Media Education)

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Dr. William M. Reynolds

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Dr. Brian Lozenski

Macalester College

Dr. Bobbi Plough

*California State
University, East Bay*

Friday, February 23

- 1:00 - 1:30 p.m.** **Registration**
Upstairs Lobby

- 1:30 - 2:30 p.m.** **Welcome**
Room 218
ACME

- 1:30 - 2:30 p.m.** **ACME Roundtable**
Room 218
Who We Are, What We're About
Allison Butler
Julie Frechette
Lori Bindig
Ben Boyington

- 2:45 - 3:45 p.m.** **Sessions**

- 4:00 - 5:00 p.m.** **Sessions**

- 5:00 - 8:00 p.m.** **ACME/ICMLC Welcome Party**
The Distillery

Saturday, February 24

- 7:30 - 8:10 a.m.** **Registration**
Lobby

 - 8:10 - 9:40 a.m.** **Sessions**

 - 9:50 - 11:20 a.m.** **Sessions**

 - 11:30 a.m. - 1:00 p.m.** **Lunch and Keynote Address**
Room 115
- 

BRILL | SENSE
- Welcome**
Dr. Thomas Koballa, Dean, College of Education, Georgia Southern University
Dr. Kent Rittschof, Department Chair, Curriculum, Foundations and Reading, Georgia Southern University

 - Introduction**
Dr. William M. Reynolds, Georgia Southern University

 - Keynote Address**
Acoustic Activism as Critical Education: Willful Subjects, Cultural Practice and Social Change
Dr. Warren Crichlow, York University

 - 1:10 - 2:40 p.m.** **Sessions**

 - 2:50 - 4:20 p.m.** **Sessions**

Friday, February 23

1:00 - 1:30 p.m.
Upstairs Lobby

Registration

1:30 - 2:30 p.m.
Room 218

Welcome *ACME*

1:30 - 2:30 p.m.
Room 218

ACME Roundtable **Who We Are, What We're About** *Allison Butler* *Julie Frechette* *Lori Bindig* *Ben Boyington*

2:45 - 3:45 p.m.

Sessions

ACME Session 1A
Room 217

Fake It 2 Make It: Using CMLE to Fight “Fake News,” Challenge “Conspiracy Theory,” Scrape “SCADs,” and Produce Independent News in our Digital Age *Rob Williams, University of Vermont*

Our hands-on, multimedia, participatory workshop will consider definitions of “fake” versus “real” news and update the Hermann/Chomsky “Propaganda Model of News” for the digital age by adding five new filters to the epistemological mix. We will also explore our syllabus for a new UVM course entitled “Critical Thinking About Conspiracy Theory,” which blends CMLE, history, and politics in an interdisciplinary approach to the subject of State Crimes Against Democracy (SCADs).

ACME Session 1B
Room 218

Neither Here nor There: Competing Discourses in the 2017 National Educational Technology Plan *Thomas Bradley Robinson, University of Georgia* *Donna Alvermann, University of Georgia*

This presentation will examine the U.S. Department of Education’s Office of Educational Technology’s 2017 “National Educational Technology Plan.” We will begin by demonstrating how the document is framed by neoliberal discourses around individuality, competition, and wealth accumulation. We will then illustrate how such neoliberal discourses stand in contrast with other discourses related to social justice and equity in the document. After calling attention to these issues, we will discuss their implications for research, policy, and practice.

4:00 - 5:00 p.m.

Sessions

ACME Session 2A
Room 217

Student Voice and Problems of Journalism *Ben Boyington, Action Coalition for Media Education; Global Critical Media Literacy Project*

This workshop explores methods and implementation of a student-driven, project-based learning final project in a high school Journalism course. The session will be set up as a classroom exercise combined with interactive Q&A (at every step, as desired by participants) and student process/models.

ACME Session 2B
Room 218

Studies in Transformative Community Media: A College Radio Station as a Conduit for Community Education

Karla Haas Moskowitz, Goddard College & the Principal Institute

This presentation highlights the Studies in Transformative Community Media (TCM), a scope and sequence of courses that provide an opportunity for the participant to hone skills in the field of Critical Media Literacy that relate to audio art and technologies, production and consumption of radical media, and the building of individual and collective capacities to deeply engage with others. The presenter provides an overview of TCM and the educative processes involved, focusing on how a forum for media production can be a learning laboratory; in this case, WGDR, Goddard College Community radio, which became a site of knowledge production in the 21st Century.

5:00 – 8:00 p.m.

The Distillery

ACME/ICMLC Welcome Party

Saturday, February 24

7:30 – 8:10 a.m.

Lobby

Registration

8:10 – 9:40 a.m.

Sessions

Session 1A

Room 218

Chair/Discussant: *Yacine Kout, University of North Carolina, Greensboro*

Viral Curriculum Studies: Towards a Popularization of the Curriculum

Kevin W. Clinard, University of Texas at Austin

Among the most significant issues facing the curriculum field today is the issue of its popularization. For a field with such significant and widespread implications, it remains relatively unknown to both the general public and to a substantial portion of teachers, school administrators, and educational leaders. However, recent developments in social media (viral social media in particular) have generated a platform with unprecedented opportunity to expand the ideals of the field into the broad consciousness of the general public.

Policy as an Instrument of Ideological Control: Incorporating Knowledge of Corporate and Governmental Communications Policy into the Critical Media Literacy Curriculum

Emil Marmol, University of Toronto

The internet has provided a historically unparalleled forum for the communication of diverse ideas, expanded public discourse, and mobilization. The emancipatory potential of the internet is now under a two-pronged threat from both corporations and the government. As a response, this presentation is a call for a reaffirmation of the importance of political economy of media within critical media literacy education. It is hoped that by enhancing awareness of the constructed nature of our media system, students will be encouraged to play a part in preserving its democratic potential.

Experiencing the World through Multicultural Lenses: Interpreting and Producing Social Issues Texts in the Classroom

Charity Gordon, Georgia State University

In this presentation, Charity Gordon will describe how she used critical dialogue in an urban, high school English classroom to explore the documentaries, “Chicano!” and “13th,” and the critical texts that students produced as a result of classroom dialogue. These two documentaries played a pivotal role in broadening students’ perspectives and deepening their understandings of social justice issues, such as the impact of U.S. immigration laws and the mass incarceration of Blacks and Latino/as.

Session information continues on the next page.

Critical Action: A Framework for Curricular CML Integration

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

In this presentation, Ben Boyington will share his framework for integrating critical media literacy into existing programming in and across disciplines. He will highlight CML alignment with Common Core and other state standards and discuss CML's role in project-based learning and competency-based education. He will consider CMLE as heutagogy and as a path to, and foundation of, civic engagement in the political climate of the early 21st century.

Demystifying Philosophy through Video Gaming: Teaching Diller's Perspective of Angles through Braids

Yacine Kout, University of North Carolina, Greensboro

Hytten calls for demystifying philosophy in regards to the misconceptions students carry towards it. In this paper, the presenter shares how they use Braids, a video game, to teach their students one of the "particular habits and dispositions toward inquiry:" Diller's Perspective of Angles, the capacity to view "contrasting interpretations of teaching and learning." The presenter shows how they encourage their students to view the idea of failure in a new light, to contrast it with their experience of failing as a student, and to question their future practices as an educator.

Chair/Discussant: *Danielle Ligocki, Oakland University*

Superheroes in the Classroom, or "With Great Pedagogical Power and Responsibility:" An Autoethnographic Account of a Critical Media Pedagogy in a Transmedial Genre-Based University Writing Course

Christopher C. Jeansonne, Ohio State University

A teacher/action researcher gives an autoethnographic account of using the currently ubiquitous superhero genre as the transmedial focus of a critical media pedagogy class. Incorporating a negotiated syllabus, student-led learning strategies, and arts-based pedagogy methods, the goal was to engender a classroom of "student-heroes." The project is rich with examples of students' creative work and critical writings, and incorporates students' personal reactions to, and reflections on, the critical pedagogy techniques used in the class.

The Innovation and Gamification of Music Pedagogy

Mark Laughlin, Georgia Southwestern State University

From the first beeps and bleeps of Pong in 1972 to the world's most subscribed massively-multiplayer online role-playing game (MMORPG), "World of Warcraft", video games are part of our lives and culture. This presentation will highlight the successes and failures of teaching an online video game music course to the student-at-large. Video Game Music offered a unique pedagogical approach by allowing faculty and students to meet in-game through various MMORPGs and to interactively explore music of various regions within the gaming world in real-time.

Teaching "That Lesbian Show": The Importance of Fostering Critical Watching Skills

Jenna Gomes, University of Dayton

While the presenter will have a written paper in front them, they will also be using media to share moments of 'revelation' that their students have had. The presenter will be discussing the format of their class sessions and describe which of their assignments instill the "critical watching" skills that they mention in their abstract. The presenter will also be sharing their action research project on the topic and the effects that the "critical watching" skills have on their past and current students.

Session 1B
Room 111

Session 1C
Room 115

Chair/Discussant: *William M. Reynolds, Georgia Southern University*

Virtual Presentation

The Political Use of Social Media by Neoliberal Regimes to Control Children, Adolescents, and Youth: The Role and the Impact of Critical Pedagogy.

Aristotelis S. Gkiolmas, Department of Primary Education, University of Athens, Greece

In this presentation, we are dealing with the use of Social Media by neoliberal governances as tools to augment the control over the ways of life and thinking of youth and children. The human isolation cultivated by social media (covered in a distortive mirror of “Connectivity”), the degradation of human sentiments such as sorrow, loss, etc., and the focus on “self” instead of the other, are excellent aspects of acting towards repressing young peoples’ movements, racial, gender, etc., and “filtering” learning and knowledge. Critical Pedagogy has excellent tools to answer this political strategy, such as a non-banking approach to what we see and learn, teacher empowerment, and cultural resistance. It cultivates the “correct” literacy towards social media.

Session 1D
Room 217

Chair/Discussant: *Brian Lozenski, Macalester College*

Panel Topic: Gender Wars as "Image-Events": Media Specularity and the Hegemony of Neoliberalism

These papers address the transnational feminist protest group FEMEN in digital media, the television series "Feud" in context of the "#MeToo" movement, and the framing of violent acts committed by white men in the media.

“Our God is Woman! Our Mission is Protest! Our Weapons are Bare Breasts”: FEMEN and Transnational Digital Feminism

Heather Marie Palmer, University of Tennessee at Chattanooga

This presentation examines the transnational feminist topless protest group, FEMEN, exploring its particular brand of pop feminism and sextremism as circulated in digital spaces as "image-events." Despite the pointed antagonism towards the moral and political corruption of state institutions, government leaders, and religious orders, FEMEN fails to analyze and challenge the neoliberal commodification of expression, desire, and interaction. Using new materialist rhetoric as a critical framework, we'll explore how digital spaces function as direct products of neoliberal economic relations and how the subject(s) of and to oppressive systems is simultaneously marked as both the consumer and the consumed, the producer of the product and as the product itself, as a way of controlling the forces of resistance.

The Spectacle of Femininity through the Lens of Hollywood: An Analysis of “Feud” in the Post-Weinstein Era

Matthew Wayne Guy, University of Tennessee at Chattanooga

This paper focuses on the 2017 series “Feud,” a dramatization of the bitter rivalry between the actors Bette Davis and Joan Crawford, and the filming of their movie, “Whatever Happened to Baby Jane?” The series examines how this film came just as the two stars were battling ageism, sexism, and each other, but in doing so the series also spotlights the various intertwined forces undermining agency and identity common to most American women in the 20th century. This paper examines “Feud” in light of the current phenomena of the exposure of Hollywood’s corruption, which has helped point to the same corruption in other elements of our culture, seen in the downfall of famous politicians and journalists in the wake of Weinstein. It will illustrate these points with an eye to how a series like “Feud” can better expose the forces that contain and undermine women’s agency and identity both within Hollywood and in the wider culture at large.

Session information continues on the next page.

Brock Turner, Stephen Paddock, and the Monsters Next Door: How the Media Frames Monstrous Acts Committed by White Men

Jennifer Beech, University of Tennessee at Chattanooga

This speaker uses whiteness theory and Hannah Arendt’s “The Banality of Evil” as lenses for examining how the media frames monstrous acts committed by white men. When whiteness is the absent-present signifier of humanity, our culture seems stymied when faced with mass shootings and other horrific acts committed by supposedly “normal” white men. Of particular focus for this presentation will be media and public responses to Vegas shooter Stephen Paddock, as well as to the Brock Turner rape case. This speaker argues that we must develop a critical literacy for deconstructing the reification of white culture perpetuated by the media when covering such stories of monsters within white culture.

Breaking the Barriers of Sexual Harassment in Corporate Media: How Feminist Media Literacy and Social Media Campaigns Expose and Confront Social Inequalities and Injustice

Julie Frechette, Worcester State University

The #MeToo campaign affords a poignant case study for assessing how media literacy activism can mobilize the NetGeneration to challenge antiquated attitudes and behaviors that keep women marginalized in media sectors. Drawing from the sexual harassment scandals of media celebrities and data from the 2017 Report of The Status of Women in U.S. Media, the presenter will analyze the correlation between male domination of corporate media and the continued systematic marginalization and oppression of women within and outside U.S. media.

Being Alive: The Role of Masculinity in Sondheim's "Company"

Charles T. Elrod, University of Dayton

This presentation will involve viewing various small scenes of the musical "Company" and analyzing how the lyrics, book, and context of the show create a narrative of masculinity and how it should look, sound, and be presented.

9:40 – 9:50 a.m.

Break

9:50 - 11:20 a.m.

Sessions

Session 2A
Room 210

Chair/Discussant: *Jennifer Beech, University of Tennessee at Chattanooga*

Music, Emotion, and “Lived Experience”: A Phenomenological Approach to Critical Media Literacy

Eric Meyer, St. Louis Community College-Meramec

Ana Cruz, St. Louis Community College-Meramec

Much critical media literacy attention focuses on visual culture; however, music nearly always accompanies images. To better understand how music elicits emotions, we use Phenomenology as “lived experience” as a qualitative approach along with recent interdisciplinary research by musicologists, philosophers, and cognitive scientists to explore how western tonal music evokes images and triggers the simulation mechanism of the brain that helps us detect the emotional states of others, allowing listeners to attribute emotions to music. Musical examples accompany the analysis.

Panel Topic: Whiteness in the Backwoods: Critical Media Literacy, Reality TV, and Hick-Hop Music

From Honey Boo Boo to T.I and Tiny: What Reality Television has Taught Us about Whiteness

Danielle Ligocki, Oakland University

Reality television shows appear to have a limitless reach. Not only have we seen an unprecedented 7900% increase in the number of reality television shows on air from 2000 to 2010 (Ocasio, 2010), but the type of people who participate (for example, current and former presidents) and the variety of people that we see seems to have no limits. In this time of endless choices and shows that are readily available at our fingertips, what messages are we really taking away from these shows? What do reality shows teach their viewers—specifically, their young viewers— about race and identity?

Session information continues on the next page.

Hick-Hop: "It's a Way of Life"*William M. Reynolds, Georgia Southern University**Brad Porfilio, Seattle University*

There has been extensive research done on whiteness over the last few decades (Kincheloe & Steinberg, 2000; Sleeter, 2016 & Matias, 2016). During the 2016 presidential election, white rural identity became one of the cornerstones of Donald Trump's campaign. Although the embrace of the white working class was, for Trump, a lie, it did give white nationalists (alt-right) a sense of empowerment. Attempting to understand that sense of empowerment and pride, this presentation discusses the manifestations of White Working Class Pride through the analysis of Hick-Hop music. The historical development of Hick-Hop music and its connections to Hip-Hop will be discussed. There will be an analysis of representative examples of Hick-Hop including Bubba Sparks and Jawga Boyz to demonstrate the characteristics of Hick-Hop. The connections among Hick-Hop, white pride, and the politics of working class empowerment concludes the presentation.

Session 2B

Room 212

Chair/Discussant: *Derek Ford, DePauw University***From White Privilege to White Complicity Pedagogy***Anneliese Waalkes, DePauw University**Jonah Jones-Stevens, DePauw University**Savannah Wilcek, DePauw University*

While critical media literacy has always been concerned with race, this presentation seeks to further nuance this literature by examining how white students' best intentions can reproduce racism.

White Saviors, Saints, and Sinners: Critical Media Depictions of Teachers' Work in 21st Century Schools*Eleanor J. Blair, Western Carolina University*

This presentation delves into the ways Hollywood's images of teachers work to reinforce notions regarding how we address critical issues in education today. Analyzing films and television shows such as "Freedom Writers (2007)," "Finding Forrester (2000)," "Bad Teacher (2011)," "Breaking Bad (2008-2013)," "The Wire (2002-2008)," "Key and Peele (2012-2015)," and "South Park (1997-Present)," the presenter argues that portrayals of teachers as saviors, saints, and/or sinners insert these images into the public consciousness. The presenter demonstrates how these images do little to ease doubts about the integrity of teachers' work, which are always present in the political arena where so many important decisions are regularly made about teachers in 21st century schools.

Session 2C

Room 217

Chair/Discussant: *Bill Yousman, Sacred Heart University***Who Sponsors Your Viewing? Political Economy for Critical Engagement***Andrea M. Bergstrom, Coastal Carolina University*

The researcher designed and piloted course materials intended to increase critical thinking within a communication course by focusing on the political economy of media through identifying and understanding media ownership patterns and the influence on media content consumed. Analysis of student assignments is in progress to assess learning outcomes and teaching effectiveness.

Vampires, Amazon.com, and Other Creatures You Should Never Invite Into Your Home: The Neoliberal Invasion Grows Even Bolder*Bill Yousman, Sacred Heart University*

In this paper, the presenter examines Amazon's new in-home delivery service, Amazon Key, and its utopian promises of enabling "convenience" and "peace of mind." The presenter argues that most of the questions being raised about this innovation skirt the most significant and troubling concerns about the continuing insertion of powerful global corporate entities into our personal lives. The presentation demonstrates how current discourse misses crucial issues, such as the continually advancing power of private corporations; gradual public accommodation to increasingly intrusive neoliberal practices; and disintegrating boundaries between our autonomous selves and the capitalist structures we inhabit.

Session information continues on the next page.

Fighting Fake News: Critical Media Literacy Pedagogy in Staff Development

Nolan Higdon, California State University- East Bay

Nolan Higdon will discuss how critical media literacy pedagogy can be adopted campus-wide through the implementation of staff development programs. Relying on his previous study, Higdon will define "effective critical media literacy pedagogy." The presentation will then examine the data collected from an online staff development course titled "Fighting Fake News," that was offered to community college educators. The course focused on best practices for using media to enhance the classroom by maximizing information integrity and source veracity skill sets. The course also sought to equip educators with the skills to make their students more responsible media consumers and producers.

One Year Later: How Critical Media Literacy Helps Make Sense of Post-Election News and Information

Allison Butler, University of Massachusetts Amherst

This presentation shares the concepts and understandings of critical media literacy as tools to make sense of the current news and information environment. The presentation will apply critical media literacy theory to various stories in order to put theory to practice.

Countering Neoliberalism: An Eco-Justice Education Approach to Critical Media Studies

Rachelle Marshall, Eastern Michigan University

From developing innovative programs for independent grassroots organizations to teaching general education courses at a university, this presentation promotes "information literacy" outcomes at all levels of learning. The presenter will use PowerPoint slides to define Eco-Justice, explore related theories, provide example activities, discuss the importance of critical media literacy, and describe how critical media studies can accomplish goals of Eco-Justice education. This paper aims to enrich the understanding of media in the neoliberal era through a review of relevant critical literature.

Session 2D
Room 111

Chair/Discussant: *Julie Frechette, Worcester State University*

Critical Intersections: Collaboration in Media and Information Literacy

Natasha Casey, Blackburn College

Spencer Brayton, Waubensee Community College

Information literacy was, and still is to an extent, taught as a set of skills that must be attained. Some media literacy camps take a similar approach, technological "gee whizzers" as Renee Hobbs calls them. We reject these approaches and instead advocate information literacy and media literacy instruction that is cross-disciplinary and incorporates critical components (i.e. questions the production of knowledge, etc.).

Conceptualizing Digital and Technological Literacies in Makerspaces

Christine Olson, University of Massachusetts Amherst

This presentation will explore how digital and technological literacies are fostered in different makerspace initiatives. The presentation will begin with a review of the various rationales supporting the development of makerspaces and will conclude with analysis of how digital and technological literacies are understood and supported in these spaces. The presentation will include data from on-going ethnographic fieldwork and feedback will be solicited from the audience regarding the project's emergent conceptualizations of digital and technological literacies.

11:20 – 11:30 a.m.

Break

11:30 a.m. – 1:00 p.m.
Room 115

Lunch and Keynote Address



BRILL | SENSE

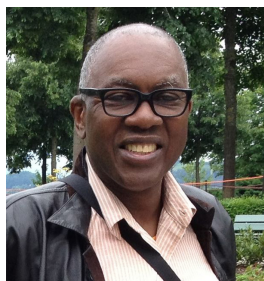
Welcome

Dr. Thomas Koballa, Dean, College of Education, Georgia Southern University

Dr. Kent Rittschof, Department Chair, Curriculum, Foundations and Reading, Georgia Southern University

Introduction

Dr. William M. Reynolds, Georgia Southern University



Keynote Address

Acoustic Activism as Critical Education: Willful Subjects, Cultural Practice and Social Change

Dr. Warren Crichlow, York University

Examining the formidable, boundary-pushing yet insubordinate musical itinerary of African-American composer-pianist-improviser, Julius Eastman (1940-1990), Dr. Crichlow argues that sound is a resonate site for both expanding educational imaginaries and creative cultural practices for social change (Gershon, 2017; Heble, 2017; Lewis 2008; Stoever, 2016). Eastman, a gay, black man, and a multi-talented artist, lived by a “willful” (Ahmed, 2104) credo: “to be...Black to the fullest, a musician to the fullest, a homosexual to the fullest” (Packer & Leach, 2015, 2). This paper asks, might Eastman’s uncompromising adventurousness—the very willful sound of his transgressive politics of race and sexuality—contribute to enlivening critical education practice beyond the shackles of today’s instrumental educational normative values? Employing text, image, and sound, this presentation will stage a conversation around what it means to willfully engage in creative education for social justice beyond the privileged soundscape of the classroom.

About

Dr. Warren Crichlow is Associate Professor in the Faculty of Education at York University Toronto, Canada. He teaches undergraduate and graduate courses in areas of social foundations of education, cultural studies, globalization and migration, and museums and pedagogy, cultural memory and commemoration, educational theory and research methodology. His review essay, “Baldwin’s Rendezvous with the Twenty-first century: I am Not Your Negro,” appears in the summer 2017 issue of *Film Quarterly*. He is a co-editor of the forthcoming *Spaces of New Colonialism: Reading Schools, Museums and Cities in the Tumult of Globalization* (Peter Lang, 2018).

1:10 - 2:40 p.m.

Sessions

Session 3A
Room 115

Chair/Discussant: *Ana Cruz, St. Louis Community College*

Democracy 2.0, Old and New Media, and the Quest for Engaged Participation

Paul R. Carr, Université du Québec en Outaouais

Michael Hoechsmann, Lakehead University

Gina Thésée, Université du Québec à Montréal

We aim to present concepts, ideas, and theoretical frameworks that will connect the production and consumption of media—especially social, alternative, and new forms of media—with the potential for critically-engaged citizen participation. Education and media literacy, thus, are central to our on-going research project, and the linkage with thicker forms of democracy also underpins our thinking. We seek to elucidate the potential for transformative change while interrogating hegemonic power relations in the ways that we all are exposed to and engaged with the media.

Session 3B
Room 210

Chair/Discussant: *Bobbi Plough, California State University, East Bay*

New Views on Critical Media Literacy in the Digital Era

James F. Hamilton, University of Georgia

Brittany Walker, University of Georgia

Jennifer Malson, University of Georgia

The implications of the digital media landscape for the conception and practice of critical media literacy deserve to be more thoroughly examined. Panelists discuss key aspects of this new digital environment and urge us to rethink critical media literacy to fully acknowledge both the shortcomings as well as the potentials.

Virtual Presentation:

Critical Media Literacy in an Underfunded Neighborhood School: How a University-School Partnership Can Promote Civic Media by Applying Critical Pedagogy

Yonty Friesem, Columbia College, Chicago

Aram Ayalon, Central Connecticut State University

This session discusses challenges and opportunities of teaching critical media literacy for 5th–8th grade students in a Northeast public-neighborhood school that is underfunded and under constant threat of being closed by the city’s school board. The two-year-long case study is based on observations, interviews, students’ artifacts, and public records. It analyzes a critical media literacy initiative to teach media production as part of a civic engagement initiative to stop the school from closing.

Session 3C
Room 111

Chair/Discussant: *Allison Butler, University of Massachusetts Amherst*

If a Tree Falls—A Media Literacy Lesson in the Power of Omission: The Unfinished Business of Agent Orange in Vietnam and US "Mediamnesia"

Thomas N. Gardner, Westfield State University

Bill Yousman, Sacred Heart University

Julie Frechette, Worcester State University

Prof. Gardner will present a case study of the failure of U.S. media to inform Americans of the ongoing impact on the Vietnamese of one of the worse war crimes in the 20th century—the saturation of South Vietnam with highly toxic chemical herbicides by U.S. forces. He will draw on two visits to Vietnam and research to illustrate a case of teaching critical media literacy concerning omission, what he calls propaganda by mediamnesia, or intentional forgetting by the institutional memory industry.

Democratic Freedoms in the Digital Age

Rose Dyson, Ontario Institute for Studies in Education, University of Toronto

This initiative is an outgrowth of widespread concern in the aftermath of Brexit, the election of Trump in the U.S., increasing evidence of white supremacy and the rise of the far right. Social upheaval in democracies threatened by populism and new media flooded with misinformation deliberately created for political purposes is forcing a re-examination of what it means to live in a healthy, free, and democratic society. In this paper, an attempt will be made to connect the dots between the disparate threads of our unraveling cultural environment and to suggest policy changes more compatible with the kind of society we aspire to and admire.

Amusing Ourselves to Death...Literally: Youth, Moral Panics and Critical Media Literacy

Lori Bindig, Sacred Heart University

On March 31, 2017, Netflix released their original series, “13 Reasons Why.” The series was initially well-received but soon became the subject of controversy due to the series’ depiction of suicide. By adopting a critical media literacy approach, this paper offers a different lens to explore “13 Reasons Why,” and shows how the series can be used as a timely case study to address systemic social issues afflicting youth today and engage youth in social activism through media culture.

Session information continues on the next page.

Critical Media Literacy: Developing a New Lens to View the World and Ourselves*Angela F. Pack, 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 preservice 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.

The Propaganda Model: A Critical Pedagogy for Media Analysis*Zane Wubben, Texas State University*

This presentation introduces the propaganda model to the field of education for scholars and practitioners interested in analyzing the media from an institutional or political-economic perspective. The presenter will first review the theoretical and methodological characteristics of the model. Then, the presenter will reveal results from the application of the model during the 2016 U.S. presidential election.

Session 3D
Room 217

Chair/Discussant: *Brad Porfilio, Seattle University***The Myth of Digital Democracy: Opt-In Bullies, Filter Bubblers, and the Algorithm Lords***Adam Dean, Susquehanna University*

This paper revives early writings of Zuckerberg, Page, Brin, and Winograd as a backdrop for a critical analysis of Alphabet Inc. and Facebook Inc. as content curators and gatekeepers of the Internet. The paper argues that while these companies gained credibility and user loyalty through long-held, outspoken advocacy of digital democracy, their business models are based almost exclusively on restriction. In its conclusion, the paper calls for an end to “all or none” user agreements and offers alternative models.

Toward Algorithmic Literacy: Tracing Agency Across Algorithm-Centered Online Research*Daniel L. Hocutt, University of Richmond*

This presentation shares the results of a recent study completed by the presenter that seeks to trace and visualize agency as it emerges during online research activity. The study positions this tracing and visualizing activity as algorithmic literacy with the goal of critical understanding of algorithmic influence on agency shared among researchers and search technologies. The presentation offers a visual model for depicting ways technologies and researchers interact to generate and select online search results.

Assessing the Complexity of Students’ Thinking in Critical Media Inquiry*Theresa Redmond, Appalachian State University**Evelien Schilder, Virginia Polytechnic Institute and State University*

The ability to ask critical questions about media messages is an essential skill in critical media literacy. In our presentation, we share our research from a larger study that seeks to investigate the extent to which media literacy courses improve students’ critical habits of inquiry. Specifically, we examine how to evaluate the complexity of students’ questions and inquiry processes. Our study has implications for teaching critical media literacy and for cultivating critical habits of mind in our students.

2:40 – 2:50 p.m.**Break****2:50 - 4:20 p.m.****Sessions**

Session 4A
Room 111

Chair/ Discussant: *Robert Lake, Georgia Southern University***Panel Topic: Teachers Finding Poetic Refuge through Dystopian Times**

In this session, five teachers will focus on ways that poetry creates refuge through the darkest specters of the present order. The presenters draw from their own private musings to challenging national and international contexts. Time is included for those in attendance to participate with their own short readings, comments and questions.

Session information continues on the next page.

Poetic Inner Speech, Personal Agency, and Empathy

Robert L. Lake, Georgia Southern University

In this presentation, the presenter focuses on discursive connections between inward metaphor creation and conversations with self as a vital precursor to understanding others from within.

Making Love

Pauline Sameshima, Lakehead University

In this presentation, Pauline Sameshima chooses exile; to seek refuge in an endangered home is futile. The political imagination turns away from the source of resistance and contention emerging through fertile acts of creation to generate new networks and systems of social relationships. In the poetic creation of the not yet, as we think, imagine, and make, we construct a new social of love and possibility.

Poetry that Breaks Down and Builds Up

Sean Wiebe, University of Prince Edward Island

In Ron Kortege's poem, "Do You Have Any Advice for Those of Us Just Starting Out?" there is a moment when a tower of books collapses. It is hard not to wonder whether education today is similarly under threat of collapse. Perhaps this is why so many have turned to George Orwell's *Nineteen Eighty-Four* for some kind of prophetic assurance. In a critical moment in this text, Julia, by all appearances a womanly representation of the party's ideal, stumbles in front Winston and passes him a note. In the bathroom, later, Winston reads the note containing the most important words of his life to date, "I love you." In our dark times, what are we to make of the political act of love? Assuming educators are the public intellectuals Gramsci invites them to be, in what ways might love offer means to reframe, reframe, and refuse refuge?

One Art in F*ed up USA**

John Weaver, Georgia Southern University

Elizabeth Bishop thought her love life was a disaster, yet she still had her poetry. It was her one art that did not fail her. What do we have? A narcissist for a president, fascists for a constituency, a pedarast senator from Alabama, evangelicals who love a mythical non-world over anything earthly, white people who express outrage over kneeling players and silence over murder, and a populace whose source of life is rage, not against a capitalist machine but against any helpless group they can find wandering the streets.

The Lives of Others

Laura Apol, Michigan State University

In her years of working with genocide survivors in Rwanda—individuals who had endured the worst kinds of trauma—Laura Apol observed the importance of survivors and witnesses expressing and hearing, deeply, the stories that came from personal and political woundedness. In her own life and in her teaching, these types of tellings have taken the form of poems—the art of making something beautiful and powerful from pain, and in the process creating not only a refuge but also a site of activism and change.

Chair/Discussant: *Julie C. Garlen, Georgia Southern University*

Digital Media Literacy and the Politics of Childhood Innocence

Julie C. Garlen, Georgia Southern University

Daniel E. Chapman, Georgia Southern University

The construct of childhood as innocent ignorance, and our anxieties about preserving that state, drive parents and teachers to emphasize protection and surveillance, which are virtually obsolete in an age of easily accessed free digital porn. Here, we investigate the tension between this fetish of childhood innocence (Faulkner, 2010) and the reality of children's consumption of digital media, to include pornography.

Session 4B
Room 217

*Session information
continues on the
next page.*

Understanding Television and the Production of American Media-Sense*Holland Wild, Calgary, AB, Canada*

Thinking is not a performing art, and that is why we need an Art for Thinking. Humans in a mediated world need critical methods for critical response and robust tools for replying to insidious screen communication without the bias of formal logocentric translation, and in vernacular grammars 'mediamongers' understand. The filters and lenses (practice & theory) for these Critical Theory media-practice projects follow Brecht, Benjamin, Eisenstein, McLuhan, and Baudrillard, among others. *Understanding Television* is a video archive website holding hundreds of television video-essay projects. Each experimental project was appropriated from North American TV between 2003-2018. Collectively, they unveil a personal collection of the methodologies and methods the presenter used for understanding tele-visual media, which in turn positions media production as a primary cultural actor. Hence, the presenter re-employs common North American television by re-taking it, re-making it, re-functioning it, and then re-playing these quotidian arcades to their anonymous makers as both illumination and elicitation.

Disarticulating Mediated Information about the Earth through Remix*Theresa Redmond, Appalachian State University*

This presentation shares current action research where the presenter enacts an ecomedia literacy (López, 2014) pedagogy in a college media literacy class. Students engage in critical media literacy as it pertains to issues of sustainability and the climate crisis through analysis, evaluation, research, and remix. Specifically, the presenter invited students to disarticulate advertisements that featured the environment as a key part of the message and to create remixed media as critical commentary.

Chair/Discussant: *Danielle Ligocki, Oakland University***Teaching Teachers Critical Media Literacy***Jeff Share, University of California, Los Angeles*

Responding to the need for educators to enter the workforce prepared to teach K-12 students critical media literacy, we have created a critical media literacy course at UCLA specifically for educators. In this session, the presenter reveals the critical media literacy framework that is the cornerstone of our efforts, demonstrates activities and reviews the lessons we have learned from our K-12 pre-service teachers who have taken the critical media course and are now teaching full-time.

Virtual Presentation**Importance of Reflection in the Media Literacy Classroom***Elizaveta Friesem, Media Education Lab*

This presentation will highlight the importance of introducing reflection into media literacy classrooms, and ways to help your students engage in it as they are analyzing or creating media texts. In particular, the presentation will focus on how learning about their biases, and about principles of human communication that shape their interactions with others, can help students become more ethical and empathic members of the media-saturated society.

Developing Critical Awareness of Publicly Displayed Media, Preparing English Pre-Service Teachers for Civic Engagement, and Social Transformation*Camilo Dominguez-Cruz, Sallie B. Howard School*

This paper seeks to expand the ongoing work being done in the Colombian ELT community by presenting the results from a qualitative research study aiming at preparing English pre-service teachers for civic engagement and social transformation. It reports how a group of pre-service teachers developed critical awareness of media as they critically analyzed media texts, particularly advertisements, displayed in the public spaces of rather rural communities. It also presents implications for English teacher preparation programs and poses new questions for further research.

Session 4C
Room 210

*Session information
continues on the
next page.*

Session 4D
Room 212

Chair/Discussant: *Brian Lozenski, Macalester College*

On the Limits of the Sayable: North Korea, Racism, and the Media War Consensus

Derek Ford, DePauw University

As the public sphere is constituted by its outside—and what is unthinkable and unsayable (Butler, 2004)—it is crucial to investigate this outside and ask after its exclusion. This presentation does so by asking why and how it's become impossible to defend, support, or even accurately represent the Democratic People's Republic of Korea (DPRK, or North Korea).

A Qualitative Research on Migrant Worker Media Literacy for the Difference and Minorities: the MWTV Media Literacy Program in South Korea

Eunbi Lee, University of Massachusetts Amherst

Critical media literacy for migrant workers will be highlighted throughout the presentation. Mainly, the presenter will discuss a case study on Migrant World Television (MWTV) Academy in South Korea. The presentation will focus on the ways in which the critical media literacy program becomes a space for migrant workers to understand media portrayals of them in their host countries and empower their voices against the distorted media representation.

The Global Critical Media Literacy Project: A Network of Activist-Educators

Action Coalition for Media Education

Global Critical Media Literacy Project

The Global Critical Media Literacy Project (GCMLP) is a network of activist-educators devoted to exploring interpretive, normative, and critical approaches to media. The organization serves as a publishing venue for student work in journalism or critical media literacy, a resource center for curricular tools and educational activities, and a networking hub for teachers and place-based educators. We contribute to the creation of a truly media-literate society through publishing, trainings, and presentations in public spaces and at conferences.

That Glossy Yellow Border: Reflections on Using National Geographic to Examine Media Representations of East Asia in a College General Education Course

Amy Mungur, Green Mountain College

The presentation will begin with a brief context of the general education course, East Asia in National Geographic Perspective. However, the presentation will focus primarily on how students confronted deeply held assumptions about East Asia, presumed objectivity of photography, and the long-standing power and legitimacy of a journal like *National Geographic*. The presentation will conclude with a reflection on the challenges of "translating" a dissertation study to a semester-long college course.

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