



College of Education

Fall 2018

EDST 225

CRN 16138

School and Representation in Film

4 credits

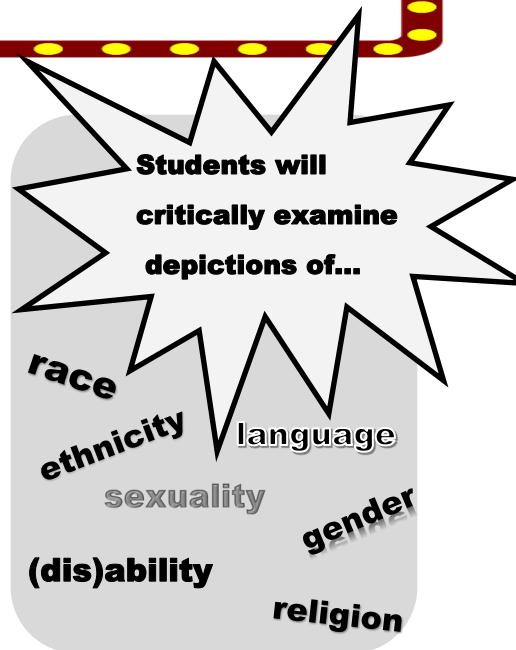
Class meetings:

HEDCO 144

TR 10 – 11:50 am

Class Goals

School and Representations in Film examines stories about teachers, schools, and schooling—both those we tell ourselves about our own school experiences and those told to us by popular films. The course is primarily designed for students considering the Educational Foundations major and aims at surfacing personal and cultural assumptions about schools and teachers.



What kinds of stories are told about teachers and students in film, on TV shows, and the media?

Are these stories different for schools in different contexts? For students and teachers from different backgrounds?

What's the effect of these stories on actual teachers, students, and schools?

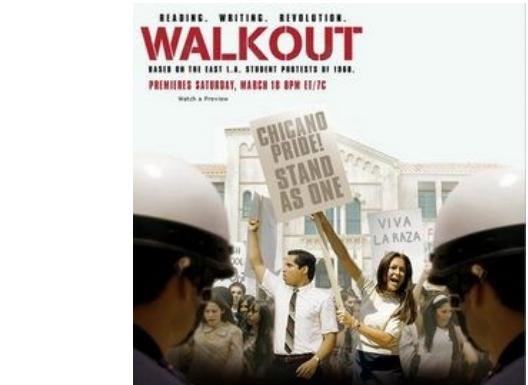
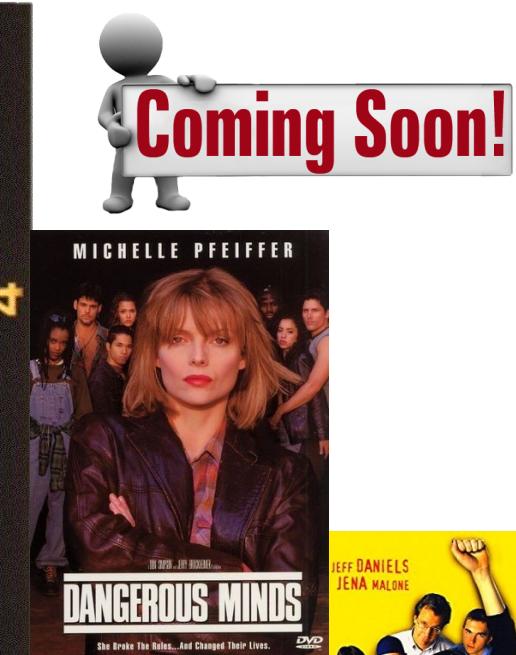


In this class, students will...

- Practice using the **inquiry tools of critical discourse analysis** to explore and critically analyze how popular media represents teachers, students, and education systems;
- Examine the **values and assumptions** that influence how society describes students and teachers and the educational systems they inhabit, and consider how **films both inform and reflect** the frameworks we use to think about education and schooling;
- Analyze the concept of the **“good teacher,”** and explore how conceptions of **good and bad teaching** become reified in the evaluation process central to current discussions of educational reform;
- Experiment with various cultural and sociological lenses to **surface and critique assumptions** about teachers and school systems.

Instructor:
Kristidel McGregor

Email:
kristide@uoregon.edu
Office:
124 Lokey Education Building
Office Hours:
Tuesday noon—1pm, and by appointment



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Required Readings:

Required readings will be posted in our weekly modules on Canvas . Some of these readings will be chosen as a complement to and in response to your questions, concerns, and the general direction that our conversations in and out of class take us, **so not all readings are currently on canvas** or in this syllabus. All readings will be posted on Canvas modules by 10PM on the Thursday before the week they are due.

A NOTE ON FILMS AND MPAA RATINGS

Students in this course will view media materials that may be perceived as offensive by some. Films we will explore hold Motion Picture Association of America (MPAA) ratings ranging from G (General Audience) to R (Restricted). There will be elements of profanity, sexual content, and violence in a few required films. Where possible, I will enable captions on films to aid in comprehension.

Course Requirements and Assignments

Attendance and Participation: 20 pts

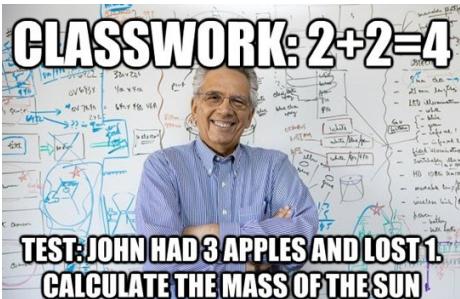
Students are expected to complete assigned readings prior to class, attend all class meetings, and participate. 2 points will be available in this category each week, and will be earned through **attending class and participating in class activities**. These points are earned through turning in in-class work and therefore cannot be made up or extended.

I do not make a distinction between excused and unexcused absences: if you are absent you are absent. However, I do understand things come up. Students can miss one class per term without penalty. After that, each absence will count as a point off of this grade.

Seven or more class absences will result in a failing grade (F) for this course. If you feel you have extenuating circumstances, please talk with me right away.

Individual Critique of TV Show: 10 points

Choose a short tv episode that deals directly with schools, students, teachers, or education in general. I recommend picking a show you already watch, if possible—we can brainstorm some in class. Your assignment will be to 1) summarize the episode with enough detail that I will know what happened; 2) second, describe the assumptions about education, and metaphors about teaching you see in the episode; and 3) critique those metaphors and assumptions based on your own beliefs about education. Do you agree with what this show is putting out? This paper should be no more than 3 pages, and should include an APA citation of the episode you are referencing.



As we view media portrayals of teaching and teachers through a critical lens, consider the notes you have taken about the teachers in the films viewed and discussed. As a response, you will create a meme that plays with some of the concepts and theories discussed in class.

Examples of memes will be provided in class. With the meme, each student will be expected to write a 150—300 word explanation of your thoughts behind creating the meme, supported by at least one of the texts we read for the class.

Critical Responses: 15 pts x 2

Throughout the term, we will **take notes** on the films we watch in class and will regularly do in-class **reflective writing**; these notes and in-class writing will inform the two critical responses.

I will post a question on canvas to prompt your critical response. It's important to remember that **critical responses are not plot summaries**; critical responses **analyze** the beliefs and assumptions that are inherent in the story. We'll be talking a lot more about this in class—but be aware that summaries will NOT receive credit, but will be returned to you for a revision for limited credit recovery.

The CR will be completed in two stages: a 3-4 page (double spaced) complete rough draft of your argument to be workshopped with peers (5 points, pass/no pass), and a 4-5 page final draft due one week after our peer workshopping (10 points graded).

Critical responses are due on Canvas before class on the day listed on the syllabus. Canvas submissions must be a .pdf or .doc file. If you have any questions, see me, and refer to critical response rubric, on Canvas.

Critical Film Project

Group Component 10 pts:

You will work with a group to identify, view, and analyze a film that includes representations of schools and teaching. As a group, you will develop a 10-15 minute presentation analyzing the school film of your choice, using the concepts and readings we have discussed in class.

Individual Component 20 pts:

This is your opportunity to put your critical analysis chops to work. The paper will contain a critical examination of the film at hand. Include how the film reflects the concepts we've discussed in class. The successful paper would be 5-7 pages in length, and include sources from class PLUS additional sources.

For both parts of this assignment, more details will be given in class and via the rubric, posted on Canvas.

Assignment	Points	Due Date
Attendance and Participation	20	ongoing
Individual Critique of TV Show	10	October 9
Meme about Teaching	10	Nov 20
Critical Responses	15 each x 2	CR 1 First Draft: Oct 16 Final Draft: Oct 23 CR 2 First Draft Nov 6 Final Draft Nov 13
Group Critical Film Presentation	10	Nov 27, 29
Individual Critical Film Essay	20	8am Monday, Dec 3rd
Total	100	No work will be accepted after Monday, Dec 3rd, 2018 NO CLASS MEETING FINALS WEEK

Student Engagement Inventory		
Educational Activity	Hours	Student Engaged
Course attendance	40	
Assigned readings	20	
Assignments	60	
Total hours:	120	



Late Work

Assignments are due at the day and time listed in the course calendar and posted on Canvas. Assignments will be accepted up to two days late, **with penalty**. If you have trouble posting to canvas, you may email me the assignment at kristide@uoregon.edu; the due date still applies.

Up to 24 hours late: Max Score 75%

Up to 48 hours late: Max score 50%

Incompletes

No incompletes will be offered for this course without documentation of extreme and unavoidable emergency circumstances.

Cell Phones and Laptops/Tablets

Our electronics can be invaluable in class—after all, we're studying media! They can also be an interruption, and disrupt the learning of those around you. Be responsible with your device use. If your device use is becoming distracting to the class (or to me!) I may ask you to stop, or to excuse yourself from class until you are able to finish up and rejoin the group.

Academic Dishonesty

See the university definition at the end of this syllabus. A student's first violation of this policy in this course will result in an F (0 points) on the assignment in question. A student's second violation will result in an F in the course and referral to Student Conduct. I will be enabling Veracite on your canvas assignments.

Grading Scale:	
94-100	A
90-92	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
64-66	D
60-63	D-

	Reading/Viewing (posted on CANVAS) to be completed <u>before</u> class, and brought to class if possible	In class	Due on Canvas (before class begins at 10am)
WEEK 1 Tues 9/25		<p>Questions of the Day: What is a trope? Why should we study representations of teachers in the media?</p> <p>Activities: The classroom (and teacher) in your mind</p> <p>Media: The Danger of a Single Story</p>	
Thurs 9/27	<u>Read:</u> <i>Learning about teachers through film.</i> Raimo, Devlin-Scherer, Zinicola	<p>QOD: What is the “single story” of schools in the US?</p> <p>Activities: Exploring common tropes of schools, students, and teachers in media</p> <p>Media: Blackboard Jungle—opening scenes</p>	
WEEK 2 Tues 10/2	<u>Read:</u> <i>It's a Blackboard Jungle out There.</i> McClean	<p>QOTD: Why is the film “blackboard Jungle” important? What was its effect on public perceptions of schools, particularly integrated ones?</p> <p>Activities: A brief history of Blackboard Jungle—exploring the trope</p> <p>Media: Blackboard Jungle, middle section</p>	
Thurs 10/4	<u>Read:</u> <i>“Blackboard Jungle”: Delinquency, Desegregation, and the cultural politics of Brown.</i> Walker	<p>QOD: How did popular culture’s ideas about delinquency, as seen in Blackboard Jungle, influence desegregation? Has how we think about schools, delinquency, and segregation changed since then?</p> <p>Activities: Civil Rights, Segregation, and Pop Culture: making connections</p> <p>Media: Blackboard Jungle, conclusion</p>	
WEEK 3 Tues 10/9	<u>Read:</u> <i>Moving Beyond the Teacher Savior: Education Films, Teacher Identity and Public Discourse</i> Applegate	<p>QOD: What metaphors do we use to talk about teachers, and why does it matter?</p> <p>Activities: “teachers are the light” and other scary stories</p> <p>Media: Dangerous Minds: opening scenes</p>	Individual Critique of TV show DUE

Thurs 10/11	<p><u>Read:</u> <i>On the "Flip" Side: A Teacher Educator of Color Unveiling the Dangerous Minds of White Teacher Candidates</i> Cheryl E. Matias</p>	<p><u>QOD:</u> Whose pain are we supposed to care about in teacher savior movies, and why does it matter?</p> <p><u>Activities:</u> Based on a true story—what really happened, and why it matters</p> <p><u>Media:</u> Dangerous Minds, remaining scenes</p>	
WEEK 4 Tues 10/16	No readings—work on your first critical response paper!	<p><u>QOD:</u> How does pop culture's ideas about schools influence teachers identities?</p> <p><u>Activities:</u> Making Connections: segregation, Blackboard Jungle, Dangerous Minds, and your teacher identity</p> <p><u>Media:</u> Assorted clips and bits -</p>	Critical Response 1 First Draft DUE
Thurs 10/18	Complete peer reviews on Canvas	<p><u>QOD:</u> How is social class depicted in teacher movies?</p> <p><u>Activities:</u> Teachers, social class, and social status</p> <p><u>Media:</u> Cheaters, part 1</p>	Peer Reviews DUE
WEEK 5 Tues 10/23	<p>Complete your revisions and turn in Critical Response</p> <p>Read: To be determined, check canvas!</p>	<p><u>QOD:</u> How are social class, testing, and academic opportunity related? Are some teaching positions (classes, schools) "higher class" than others?</p> <p><u>Activities:</u> Media and class markers—exploring "sketti"</p> <p><u>Media:</u> Cheaters, remaining scenes</p>	Critical Response 1 Final Draft DUE
Thurs 10/25	<p>Read: <i>Teachers are expected to remain politically neutral. These Teachers of the Year say they can't.</i> Strauss</p> <p>TBD—check canvas!</p>	<p><u>QOD:</u> Are teachers "neutral" politically? Should they be?</p> <p><u>Activities:</u></p> <p><u>Media:</u> Half Nelson, first scenes</p>	
WEEK 6 Tuesday 10/30	Read: TBD: check canvas!	<p><u>QOD:</u> What happens with the hero teacher isn't perfect?</p> <p><u>Activities:</u></p> <p><u>Media:</u> Half Nelson—remaining scenes</p>	
Thurs 11/1	Read: Choosing a school for my Daughter in a Segregated City. Hannah-Jones	<p><u>QOD:</u> What is a counternarrative? Do we see these in film?</p> <p><u>Activities:</u> Critical Race Theory and Counternarratives</p> <p><u>Media:</u> Walkout!</p>	

	Reading/Viewing (to be completed before class, and brought to class if possible)	In class	Due on Canvas (before class begins at 10am)
WEEK 7 Tues 11/6	Listen: Podcast, The Problem we all Live With, part 1	<u>QOD:</u> What are the main issues students face in Walkout!? Do they still exist for students today? <u>Activities:</u> Walking out in 2018 <u>Media:</u> Walkout!	Critical Response 2 First Draft DUE
Thurs 11/8	Listen: Podcast, The Problem we all Live With, part 2	<u>QOD:</u> Why do so many teachers hate this movie? <u>Activities:</u> <u>Media:</u> Freedom Writers, first scenes	Peer Edits Critical Response 2 DUE
WEEK 8 Tues 11/13	Read: From Ms. J. to Ms. G.: Analyzing Racial Microaggressions in Hollywood's Urban School Genre	<u>QOD:</u> <u>Activities:</u> <u>Media:</u> Freedom writers, remaining scenes	Critical Response 2 Final Draft DUE
Thurs 11/15	Read: Bad Teacher is Bad for Teachers	<u>QOD:</u> Are those who create media responsible for the messages it sends? Should they be? <u>Activities:</u> Connecting other films to Bad Teacher—a lesson in intertextuality <u>Media:</u> Bad Teacher	
WEEK 9 Tues 11/20	Work on your meme! Work on your Group Presentation!	<u>QOD:</u> <u>Activities:</u> Memes! <u>Media:</u> Bad teacher	Meme about Teaching DUE
Thurs 11/22	No Class—Happy Thanksgiving!		
WEEK 10 Tues 11/27	Work on your Final paper!	Group Presentations: Critical Film Analysis	
Thurs 11/29	Work on your Final paper!	Group Presentations: Critical Film Analysis	Individual Critical Film Analysis DUE 8am Monday, Dec. 3rd

Diversity, Equity and Inclusion

It is the policy of the University of Oregon to support and value equity and diversity and to provide inclusive learning environments for all students. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the influence, and intersections, of race, ethnicity, nationality, documentation, language, religion, gender, socioeconomic background, physical and cognitive ability, sexual orientation, and other cultural identities and experiences. Students will be encouraged to develop or expand their respect and understanding of such differences.

Maintaining an inclusive classroom environment where all students feel able to talk about their cultural identities and experiences, ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed. It also means that students must pay attention and listen respectfully to each other's comments.

Documented Disability

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and Graduate Employees, are mandatory reporters of child abuse. This statement is to advise you that that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

<http://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect>

Reporting Title IX Experiences

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at <https://respect.uoregon.edu/> or <https://aaeo.uoregon.edu/> or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at <http://aaeo.uoregon.edu/content/discrimination-harassment>

Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu>.

Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code <http://conduct.uoregon.edu>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Conflict Resolution

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, fall term you can contact the Associate Dean for Academic Affairs and Equity (Krista Chronister, 346-2415, kmg@uoregon.edu). [For winter, spring and summer terms you can contact the Interim Associate Dean for Academic Affairs \(Lillian Duran, 346-2502, \[lduran@uoregon.edu\]\(mailto:lduran@uoregon.edu\)\)](#). Outside the College, you can contact:

UO Bias Response Team: 346-3216 <http://bias.uoregon.edu/whatbrt.htm>

Conflict Resolution Services 346-3216 <http://studentlife.uoregon.edu/support>

Affirmative Action and Equal Opportunity: 346-3123 <http://aaeo.uoregon.edu/>

Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow University student grievance procedures (<https://policies.uoregon.edu/grievance-procedures>) and/or consult with the College Associate Dean for Academic Affairs ([Lillian Duran, 346-2502, \[lduran@uoregon.edu\]\(mailto:lduran@uoregon.edu\)](#)).

In Case of Inclement Weather

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main home page at <https://www.uoregon.edu/>. Additional information is available at <https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather>

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Canvas or via email. During periods of inclement weather, please check Canvas and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

Course Incomplete Policy

Students are expected to be familiar with university policy regarding grades of "incomplete" and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: <https://education.uoregon.edu/academics/incompletes-courses>