In the Upside Down: Engaging Social Justice Education through Pop Culture

Monday, March 11, 2019 | 8:00 – 8:50 a.m. LACC, 309
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What’s your fandom?
WHEN SIBLINGS ARE FORCED TO TAKE A FAMILY PHOTO
Learning Outcomes

• Gain knowledge of what popular culture is and why using pop culture artefacts can be useful for teaching social justice.

• Evaluate their knowledge and skill base on contemporary popular culture and its relationship to social justice.

• Explore necessary critical dialogue skills for examining issues of equity and inclusion.

• Explore the theories of art-based research, public pedagogy, and the dialogic.

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Defining the field and terms
What is popular culture?

- Popular culture is...
  - Historically contextual
  - Widely experienced

- Note we do not own any of the images throughout this presentation
Arts Based Research (ABR)

- “Recognizes art has always been able to convey truth(s) or bring about awareness (both knowledge of the self and knowledge of the others)."
- “Recognizes the use of the arts is critical in achieving self/other knowledge.”
- “Values preverbal ways of knowing.”
- “Includes multiple ways of knowing such as sensory kinesthetic, and imaginary.” (Leavy, 2015, p. 42)
Public Pedagogy

• Relies upon individual reflection (Hall, 1992, p. 11)
• “Operates both inside and outside the academy” (Hall, 1992, p. 11)
• Being a public intellectual is about making scholarship relevant and accessible to the public (See Leavy, 2015, p.)
The Dialogic

“The dialogic indicates the way that languages and ideas are plural and changing through engagement and interaction languages shift over time. The dialogic indicates the manner in which words and ideas change via interactions....The dialogic underscores the cooperative and interactive nature of language and ideas, which is particularly helpful in examining categories that are read as fixed and stable, such as gender, sexuality, and race.” (Hobson, forthcoming)
Putting the theory into practice
Critical Dialogue
Skill Building

• “Relationality and conversation as shared activity”
• “Listening as an active process”
• “The polyphonic nature of listening”
• “Listening as an embodied activity” (Helin, 2013, p. 226)
Pop Culture as Shared Language and Experience

“Hipster Hulk” art by Erik Diziron

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Example Programs
Discussion and Questions
References


