

CHAPTER 2

THE HOLLYWOOD MODEL: WHO IS THE “GOOD” TEACHER?

Introduction

In the process of looking at 116 films with teachers as either primary or important secondary characters, it quickly became evident to me that Hollywood dichotomizes teachers and teaching into the “good” and the “bad.” In the case of “good” teachers, these characters are almost always written to conform to a pat standard I have chosen to label the Hollywood Model. In roughly half of the films I have watched, the teacher is a main character who is presented as a “good” force in the movies, painted against a backdrop of institutional and societal woe and positioned as markedly different from most of the other teachers and virtually all of the administrators in their respective films.

Other people have written about these Hollywood teachers from different perspectives. In an article titled “Teachers in the Movies,” Rob Edelman looks at teachers as they have been negatively stereotyped in some movies and characterized as positive role models in others. He sees “idealized” educators portrayed in two types of films:

sentimental valentines to the careers of single-mindedly devoted teachers, anonymous human beings who over the years touch the lives of thousands; and [films about] instructors in tough urban schools whose colleagues are cynical, defeated by an educational bureaucracy and the antics of hostile students, yet who persist despite frustration and heartbreak. (p. 28)

Edelman cites a lot of examples but pays too little attention to the types of relationships these teachers have with students. His article focuses mainly on summarizing film plots and categorizing the featured teachers by gender and film genre rather than digging beneath the celluloid surface. By

Hollywood Curriculum

Breen, Paul



Hollywood Curriculum:

The Hollywood Curriculum Mary M. Dalton, 2010 The Hollywood Curriculum is a sophisticated and thoughtful look at the portrayal of teachers in film and television in an exceptionally accessible way Dalton draws on some of the most relevant and exciting theory to evaluate teacher films and demonstrates a masterful insight into the worlds of education and film studies This book is a must read for those interested in exploring the intersection of teaching curriculum film television and society and is an outstanding contribution to the literature Alan S Marcus Associate Professor of Curriculum and Instruction University of Connecticut Author of Celluloid Blackboard Teaching History with Film and Teaching History with Film Strategies for Secondary Social Studies Book Jacket *The Hollywood Curriculum* Mary M. Dalton, 1999 Fifty eight motion pictures distributed widely in the US over the past 60 years are analyzed to construct a theory of curriculum in the movies grounded in cultural studies and critical pedagogy Looks at the way popular culture constructs its own curriculum in the movies through on screen relationships between teachers and students using Huebner's five frameworks for valuing curriculum and interpretations of films as a basis for discussion of the meaning of popular culture and its importance in a democratic vision for education Annotation copyrighted by Book News Inc Portland OR Filmed School James Stillwaggon, David Jelinek, 2016-05-12 Filmed School examines the place that teaching holds in the public imaginary through its portrayal in cinema From early films such as *Mädchen in Uniform* and *La Maternelle* to contemporary images of teaching in *Notes on a Scandal* and *The History Boys* teachers' roles in film have been consistently contradictory portraying teachers as both seducers and selfless heroes social outcasts and moral models contributing to a similarly divided popular understanding of teachers as both salvific and sinister In this book Stillwaggon and Jelinek present these contradictory images of teaching through the concept of transference the fantastical belief in another's knowing that founds a teacher's authority in relation to her students and to some degree the public at large Tracing the place of transference across a century of school films each chapter demonstrates the persistence of this fantasy in one of the dreams or nightmares of teaching that recurs thematically in school films the teacher as savior seducer signifier in a moribund discourse and sacrificial object Through these analyses the authors suggest that something might be missing in our attempts to theorize education when we leave our unthought fantasies of teaching out of the picture This book will be of key interest to academics researchers and postgraduate students in the fields of educational theory teacher education philosophy of education film and media studies psychoanalysis sociology of education curriculum studies and cultural studies **Register of the University of California** University of California, Berkeley, 1928 *Scenes of Instruction* Dana Polan, 2007-04-24 This engaging book chronicles the first classes on the art and industry of cinema and the colorful pioneers who taught wrote and advocated on behalf of the new art form Using extensive archival research Dana Polan looks at for example Columbia University's early classes on Photoplay Composition lectures at the New School for Social Research by famed movie historian Terry Ramsaye

the film industry's sponsorship of a business course on film at Harvard and attempts by the Academy of Motion Picture Arts and Sciences to create programs of professionalized education at the University of Southern California Stanford and elsewhere Polan examines a wide range of thinkers who engaged with the new art of film from Marxist Harry Alan Potamkin to sociologist Frederic Thrasher to Great Books advocates Mortimer Adler and Mark Van Doren

Schoolteachers in the News Kathryn Shine, Tom O'Donoghue, 2013-02-28 Research examining how schoolteachers have been represented in the news is scarce This is noteworthy given the recognition that the news media has an influential agenda setting function plays a pivotal role in shaping public opinion and can influence educational policy Indeed there is a view amongst some authorities that education policy and news media coverage are irrevocably interconnected Specifically in relation to newspapers research indicates that their coverage can be particularly influential in informing and influencing public debate and policy about a variety of educational issues Research has also been conducted on the reactions of teachers reporting that they perceive news media coverage as important in shaping public opinion and education policy as well as affecting their relationships with families friends and the community Teachers in various countries have also expressed frustration at what they have perceived as a negative focus in coverage Furthermore news media coverage has been seen to play a role to the decline in the status of teaching that has been documented by researchers from many developed countries over the past three decades It has been claimed that contemporary news media coverage has led to greater scrutiny and criticism of the teaching profession than ever before with educators increasingly having to explain and justify their work In addition to the widespread concern about the decline in the status of teaching many countries are experiencing ongoing teacher recruitment and retention problems Despite this very few studies have considered how schoolteachers and teaching as a profession are depicted in the news media Particularly scarce are investigations with a historical dimension This book helps fill the gap by examining the reporting in The West Australian newspaper one of the oldest newspapers in Australia and a daily publication since 1885 It is offered as a contribution towards rectifying the deficit in the corpus of work on how newspapers have depicted teachers and points the way towards one of a number of avenues of research that other scholars in the field could take for various contexts including different countries and time periods The specific aim of the study is to provide a historical analysis of The West Australian newspaper's representation of teachers over two decades To that end it examines the portrayal of teachers in its reporting of five major educational developments in the state of Western Australia that were the subject of sustained coverage at various times between 1987 and 2007 unit curriculum 1987 1989 industrial dispute 1995 standardised testing 1997 2001 teacher shortage 1997 2007 and outcomes based education 2005 2007 Although the study focused on The West Australian newspaper the topics chosen reflect the international trends and universal issues in education Each of the topics in the study is located within the broader context of related developments internationally and especially in the United States the United Kingdom and Australia Three key representations of teachers are identified

negative representations sympathetic representations and positive representations The negative representations refer to coverage which is overtly critical of teachers such as reporting which condemns teachers for taking industrial action the sympathetic representations relate to reporting which typically presents teachers as stressed overburdened and powerless and the positive representations show teachers as valued by the community and devoted to their students and work The central argument of the study is that The West Australian s coverage was dominated by both negative and sympathetic representations of schoolteachers while positive representations were relatively rare Overall the coverage presented a less flattering image of teachers than that which emerges from the educational research literature yet it provided a more balanced presentation of teachers than the extremes of hero and villain which tend to dominate popular culture Its portrayal of teachers was generally consistent with that of other news media with a movement towards a more sympathetic treatment in recent reporting reflecting a trend also identified in contemporary British newspaper coverage Although the sympathetic coverage did recognize the challenges faced by teachers it consistently presented teaching as a profession in a negative light Across the coverage there was almost a total absence of voices defending teaching or presenting it as an attractive career option In addition comments of any type from individual teachers were rare Overall the book highlights the need for key media spokespeople in education politicians union representatives bureaucrats and academics to consider carefully the messages they want to send regarding teachers and teaching It also points to implications for journalism education and journalism practice This book should be read by those working in the fields of educational policy journalism education media studies and history of education internationally particularly those working in these fields in the United States Canada the United Kingdom Australia and New Zealand [Commencement\[programme\]](#) University of California, Berkeley,1956

Hollyweird Science: The Next Generation Kevin R. Grazier,Stephen Cass,2017-08-02 Informative entertaining and upbeat this book continues Grazier and Cass s exploration of how technology science and scientists are portrayed in Hollywood productions Both big and small screen productions are featured and their science content illuminated first by the authors and subsequently by a range of experts from science and the film world Starring roles in this volume are played by among other things computers human and mechanical artificial intelligences robots and spacecraft Interviews with writers producers and directors of acclaimed science themed films stand side by side with the perspectives of scientists science fiction authors and science advisors The result is a stimulating and informative reading experience for the layperson and professional scientist or engineer alike The book begins with a foreword by Zack Stentz who co wrote X Men First Class and Thor and is currently a writer producer on CW s The Flash [Teachers, Teaching, and Media](#) ,2019-06-24 Popular representations of teachers and teaching are easy to take for granted precisely because they are so accessible and pervasive Our lives are intertextual in the way lived experiences overlap with the stories of others presented to us through mass media It is this set of connected narratives that we bring into classrooms and into discussions of educational policy In this day and

time with public education under siege by forces eager to deprofessionalize teaching and transfer public funds to benefit private enterprises we ignore the dominant discourse about education and the patterns of representation that typify educator characters at our peril This edited volume offers a fresh take on educator characters in popular culture and also includes important essays about media texts that have not been addressed adequately in the literature previously The 15 chapters cover diverse forms from literary classics to iconic teacher movies to popular television to rock n roll Topics explored include pedagogy through the lenses of gender sexuality race disability politics narrative archetypes curriculum teaching strategies and liberatory praxis The various perspectives represented in this volume come from scholars and practitioners of education at all levels of schooling This book is especially timely in an era when public education in the United States is under assault from conservative political forces and undervalued by the general public Contributors are Steve Benton Naeemah Clark Kristy Liles Crawley Elizabeth Currin Mary M Dalton Jill Ewing Flynn Chad E Harris Gary Kenton Mark A Lewis Ian Parker Renga Stephanie Schroeder Roslin Smith Jeff Spanke and Andrew Wirth

The Female Teacher on Television Andrew L. Grunzke, Rebecca Z. Grunzke, 2025-06-12 This edited volume examines the ways in which the representation of female teachers on television has developed from the advent of the medium up to the present day Despite the widely feminized nature of the teaching profession the first depictions of female teachers on television did not occur until over a century later Contributors analyze a variety of programs spanning time periods audiences and genre to provide insight into the past present and future trajectory of increasingly multidimensional portrayals of female teachers Scholars of television media gender women s and cultural studies will find this book of particular interest

A Call to Action Curry Malott, 2007 A Call to Action challenges current and future teachers to take seriously the philosophical implications of being an educator on land indigenous to a particular human group with both Native and non Native students Readers are introduced to the interrelated histories of education philosophy and Native and non Native peoples in North America These discussions point to the advancement of a critical pedagogy for Native North America This book should be read by any teacher or student who is or will be involved with cultural studies especially in the area of Native Americans

The Role of Teacher Interpersonal Variables in Students' Academic Engagement, Success, and Motivation Ali Derakhshan, Reza Pishghadam, Anna Mystkowska-Wiertelak, 2022-07-05

Commencement University of California, Berkeley, 1957

Mirror Images Diana Silberman-Keller, 2008 This book considers education in both formal and informal settings and looks critically at the accepted dichotomy between education and popular culture It argues that popular culture is capable of educating and that education shares many characteristics with popular culture and tries to overcome these dichotomous relationships while also trying to clarify the reciprocal effects between the two

The Miseducation of the West Joe Kincheloe, Shirley R. Steinberg, 2004-06-30 The Miseducation of the West examines the ways in which educational institutions such as media and schools have shaped Western views of Islam The nature of these messages tells readers as much if not more about Western

self images as they do about Islam and Islamic peoples Quickly emerging is a Western perspective on the other Westerners found easy justification for the colonial conquest of many Islamic lands In the 18th 19th and early 20th centuries England France and to a lesser extent Russia colonized much of the Muslim world with the United States entering the picture after World War II Economic colonialization the oil business interference with various governments and the way these events and people are represented in the formal curriculum of schools and the informal curriculum of the media are central dimensions of this work The contemporary expression of these stories involve the Bush administration s and its conservative allies efforts to teach the nation about the true meaning of 9 11 and Islamic terrorism In various reports conservative organizations with close ties to the Bush White House present forceful views of what historical concepts should be taught in U S schools As Joe L Kincheloe states in his thoughtful introduction these efforts represent a return to a 1954 view of America as the bearer of the democratic torch to the anti democratic forces of the world A critical education must counter such tendencies and work to conceptualize 9 11 in a variety of contexts The essayists in this book write with different voices from diverse viewpoints contributing to a discussion that will not end for years to come

Isn't it Ironic? Ian Kinane, 2021-04-25 This volume addresses the relationship between irony and popular culture and the role of the consumer in determining and disseminating meaning Arguing that in a cultural climate largely characterised by fractious communications and perilous linguistic exchanges the very role of irony in popular culture needs to come under greater scrutiny it focuses on the many uses abuses and misunderstandings of irony in contemporary popular culture and explores the troubling political populism at the heart of many supposedly satirical and apparently non satirical texts In an environment in which irony is frequently claimed as a defence for material and behaviour judged controversial how do we as a society entrenched in forms of popular culture and media interpret work that is intended as satire but which reads as unironic How do we accurately decode works of popular film literature television music and other cultural forms which sell themselves as bitingly ironic commentaries on current society but which are also problematic celebrations of the very issues they purport to critique And what happens when texts intended and received in one manner are themselves ironically recontextualised in another Bringing together studies across a range of cultural texts including popular music film and television Isn't it Ironic will appeal to scholars of the social sciences and humanities with interests in cultural studies media studies popular culture literary studies and sociology

Cases on Teacher Identity, Diversity, and Cognition in Higher Education Breen, Paul, 2014-04-30 As our world becomes increasingly diverse and technologically driven the role and identities of teachers continues to change Cases on Teacher Identity Diversity and Cognition in Higher Education seeks to address this change and provide an accurate depiction of the teaching profession today This thought provoking collection of cases covers a range of educational contexts from preschool teaching in Europe to higher education in Australia and North America and draws on expert knowledge of these diverse contexts centered on a common theme of teacher identity This book can be used by teacher educators and trainee

teachers as well as those who have an interest in social research into teaching

The Pedagogy of Pop Edward Janak, Denise F. Blum, 2013 This book is a tool for educators at all levels to embrace infusing popular culture into their teaching in ways that both embrace and resist contemporary thinking Its chapters provide a range of theoretical and practical suggestions some widely accepted some somewhat controversial to elicit discussion and spark creativity amongst all students

Creative Dimensions of Teaching and Learning in the 21st Century Jill B. Cummings, Mary L. Blatherwick, 2017-09-12 In a rapidly changing world the importance of creativity is more apparent than ever As a result creativity is now essential in education *Creative Dimensions of Teaching and Learning in the 21st Century* appeals to educators across disciplines teaching at every age level who are challenged daily to develop creative practices that promote innovation critical thinking and problem solving The thirty five original chapters written by educators from different disciplines focus on theoretical and practical strategies for teaching creatively in contexts ranging from mathematics to music art education to second language learning aboriginal wisdom to technology and STEM They explore and illustrate deep learning that is connected to issues vital in education innovation identity engagement relevance interaction collaboration on line learning dynamic assessment learner autonomy sensory awareness social justice aesthetics critical thinking digital media multi modal literacy and more The editors and authors share their passion for creativity teaching learning curriculum and teacher education in this collection that critically examines creative practices that are appearing in today s public schools post secondary institutions and adult and community learning centres Creativity is transforming education in the 21st century

Exploring Teachers in Fiction and Film Melanie Shoffner, 2016-03-31 This book about teachers as characters in popular media examines what can be learned from fictional teachers for the purposes of educating real teachers Its aim is twofold to examine the constructed figure of the teacher in film television and text and to apply that examination in the context of teacher education By exploring the teacher construct readers are able to consider how popular fiction and film have influenced society s understandings and views of classroom teachers Organized around four main themes Identifying with the Teacher Image Constructing the Teacher with Content Imaging the Teacher as Savior The Teacher Construct as Commentary the chapters examine the complicated mixture of fact stereotype and misrepresentation that create the image of the teacher in the public eye today This examination in turn allows teacher educators to use popular culture as curriculum Using the fictional teacher as a text preservice and practicing teachers can examine positive and negative and often misleading representations of teachers in order to develop as teachers themselves

Hollywood Curriculum Book Review: Unveiling the Power of Words

In some sort of driven by information and connectivity, the energy of words has be more evident than ever. They have the capability to inspire, provoke, and ignite change. Such is the essence of the book **Hollywood Curriculum**, a literary masterpiece that delves deep to the significance of words and their affect our lives. Written by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book is key themes, examine its writing style, and analyze its overall effect on readers.

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