

Cultural Studies and Transdisciplinarity in Education

Volume 4

Series Editors

Aaron Koh

School of Education & Professional Studies, Griffith University, Mt Gravatt, Australia

Victoria Carrington

School of Education & Lifelong Learning, University of East Anglia, Norwich, United Kingdom

We live in a time where the complex nature and implications of social, political and cultural issues for individuals and groups is increasingly clear. While this may lead some to focus on smaller and smaller units of analysis in the hope that by understanding the parts we may begin to understand the whole, this book series is premised on the strongly held view that researchers, practitioners and policy makers interested in education will increasingly need to integrate knowledge gained from a range of disciplinary and theoretical sources in order to frame and address these complex issues. A transdisciplinary approach takes account the uncertainty of knowledge and the complexity of social and cultural issues relevant to education. It acknowledges that there will be unresolved tensions and that these should be seen as productive. With this in mind, the reflexive and critical nature of cultural studies and its focus on the processes and currents that construct our daily lives has made it a central point of reference for many working in the contemporary social sciences and education.

This book series seeks to foreground transdisciplinary and cultural studies influenced scholarship with a view to building conversations, ideas and sustainable networks of knowledge that may prove crucial to the ongoing development and relevance of the field of educational studies. The series will place a premium on manuscripts that critically engage with key educational issues from a position that draws from cultural studies or demonstrates a transdisciplinary approach. This can take the form of reports of new empirical research, critical discussions and/or theoretical pieces. In addition, the series editors are particularly keen to accept work that takes as its focus issues that draw from the wider Asia Pacific region but that may have relevance more globally, however all proposals that reflect the diversity of contemporary educational research will be considered.

Series Editors:

Aaron Koh (School of Education & Professional Studies, Griffith University, Mt Gravatt, Australia) Victoria Carrington (School of Education & Lifelong Learning, University of East Anglia, Norwich, United Kingdom)

Editorial Board:

Angel Lin (University of Hong Kong, China), Angelia Poon (National Institute of Education, Singapore), Anna Hickey-Moody (Goldsmith College, University of London, UK), Barbara Comber (Queensland Technological University, Australia), Catherine Beavis (Griffith University, Australia), Cameron McCarthy (University of Illinois, Urbana-Champaign, USA), Chen Kuan-Hsing (National Chiao Tung University, Taiwan), C. J. W.-L. Wee (Nanyang Technological University, Singapore), Daniel Goh (National University of Singapore, Singapore), Jackie Marsh (University of Sheffield, UK), Jane Kenway (Monash University, Australia), Jennifer A Sandlin (Arizona State University, Tempe, USA), Jennifer Rowsell (Brock University, Canada), Jo-Anne Dillabough, (University of Cambridge, UK), Mary Lou Rasmussen (Monash University, Australia), Megan Watkins (University of Western Sydney, Australia), Terence Chong (Institute of Southeast Asian Studies, Singapore).

Book proposals for this series may be submitted to the Publishing Editor: **Lawrence Liu** E-mail: Lawrence.Liu@springer.com

More information about this series at <http://www.springer.com/series/11200>

Victoria Carrington • Jennifer Rowsell
Esther Priyadharshini • Rebecca Westrup
Editors

Generation Z

Zombies, Popular Culture and Educating
Youth

 Springer

Editors

Victoria Carrington
School of Education & Lifelong Learning
University of East Anglia
Norwich, UK

Esther Priyadharshini
School of Education & Lifelong Learning
University of East Anglia
Norwich, UK

Jennifer Rowsell
Faculty of Education, Department
of Teacher Education
Brock University
St Catharines, ON, Canada

Rebecca Westrup
School of Education & Lifelong Learning
University of East Anglia
Norwich, UK

ISSN 2345-7708

ISSN 2345-7716 (electronic)

Cultural Studies and Transdisciplinarity in Education

ISBN 978-981-287-932-5

ISBN 978-981-287-934-9 (eBook)

DOI 10.1007/978-981-287-934-9

Library of Congress Control Number: 2015959571

Springer Singapore Heidelberg New York Dordrecht London

© Springer Science+Business Media Singapore 2016

This work is subject to copyright. All rights are reserved by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made.

Printed on acid-free paper

Springer Science+Business Media Singapore Pte Ltd. is part of Springer Science+Business Media
(www.springer.com)

Acknowledgement

The Editors would like to give our very special thanks to the children of Year 7 from Carisbrooke School, Isle of Wight for permission to use the images and poetry generated from their performance poetry activities with Mr. Ricky Tart and Mr. Adam Kammerling. Thank you. Your images and poetry are astonishing, fun and thought-provoking!

We would also like to extend our gratitude to Ricky and Trickyart for his interest in our project and for putting us in contact with these amazing young zombie poets.

Contents

1	Introduction	1
	Victoria Carrington, Esther Priyadharshini, Jennifer Rowsell, and Rebecca Westrup	
Part I		
2	Preface Zombies Today	11
	Sarah Juliet Lauro	
3	The ‘Next People’: And the Zombies Shall Inherit the Earth	21
	Victoria Carrington	
4	The Dead Are Rising: Gender and Technology in the Landscape of Crisis	37
	William Patrick Bingham	
Part II		
5	Into the Black: Zombie Pedagogy, Education and Youth at the End of the Anthropocene	55
	Jason J. Wallin	
6	From Prom Queen to Zombie Barbie: A Tutorial in Make Up, Gender and Living Death	71
	Esther Priyadharshini	
7	Pedagogy and the Zombie Mythos: Lessons from Apocalyptic Enactments	85
	Phil Smith	
Part III		
8	Staying Up Late Watching <i>The Walking Dead</i>	101
	Jennifer Rowsell	

9	Girls, Ghouls and Girlhoods: Horror and Fashion at Monster High	115
	Karen E. Wohlwend	
10	Zombies, Boys, and Videogames: Problems and Possibilities in an Assessment Culture	131
	Sandra Schamroth Abrams	
Part IV		
11	Students as Zombies: How Can We Awaken the Undead?	145
	Rebecca Westrup	
12	Zombies, Monsters and Education: The Creation of the Young Citizen	159
	Rosalyn Black, Emily M. Gray, and Deana Leahy	
13	Killing Me Softly	173
	Peter Hurd	
	Index	185

Author Bios

Sandra Schamroth Abrams is an Associate Professor in the Department of Curriculum and Instruction at St. John's University in New York. Her research of digital literacies and videogaming provides insight into agentive learning, layered meaning making and pedagogical discovery located at the intersection of online and offline experiences. Her recent work appears in the *Journal of Adolescent & Adult Education*, *Journal of Literacy Research*, and *Educational Media International*. She is the author of *Integrating Virtual and Traditional Learning in 6–12 Classrooms: A Layered Literacies Approach to Multimodal Meaning Making* (Routledge).

William Patrick Bingham is a current PhD candidate in the Department of Film, Television and Media at the University of East Anglia. He holds two bachelor of arts degrees from George Mason University (2008) in Latin American studies and Virginia Commonwealth University (2011) in English literature. In 2012, he completed his master's of arts at the University of East Anglia in film studies. His dissertation explores the representation of LGBT identity in teen television horror. Some of his recent publications have investigated the relationship between genre and sexual identity and his primary research interests revolve around queer identity, genre, television history, horror, the female Gothic, youth identity, technology and gender studies.

Rosalyn Black is a lecturer in the Faculty of Education at Monash University, having previously been the senior manager of research and evaluation at the Foundation for Young Australians. Rosalyn's career in education spans 30 years, combining teaching, policy development and research across the school, higher education, government and nonprofit sectors. Her research interests meet at the intersection of the sociologies of education and youth. They include an interest in education policy, issues of educational inequity and youth participation and citizenship. These themes are combined in her PhD study (University of Melbourne, supervised by Professor Johanna Wyn and Dr Ani Wierenga), which investigates the democratic participation of young people from low socioeconomic backgrounds and the role of school policy and practice in this participation. Rosalyn publishes regularly in recognised

academic journals and is a member of the Youth Studies Australia International editorial board. She is the author of *Beyond the Classroom: Building New School Networks* (ACER Press, Melbourne) and the co-author (with Lucas Walsh) of *In Their Own Hands: Can Young People Change Australia?* (ACER Press, Melbourne).

Victoria Carrington is professor of education in the School of Education and Lifelong Learning at the University of East Anglia. She researches and writes extensively in the areas of new technologies, youth and literacies with a particular interest in the impact of new digital media on literacy practices both in and out of school. Her work has drawn attention to issues of text production, identity and literacy practices within the affordances of digital technologies and new media.

Emily M. Gray is originally from Walsall, UK, and is currently a lecturer in education studies at RMIT University in Melbourne, Australia. Her interests within both research and teaching are interdisciplinary and include sociology, cultural studies and education. She is interested in questions of gender and sexuality and with how these identity categories are taken up and lived within social institutions. Her key research interests therefore lie with questions related to gender, sexuality and wider social justice issues within educational discourse and practice. She also researches within the field of popular culture and audience studies, particularly with online ‘fandom’ and with media and popular culture as pedagogical tools.

Peter Hurd became a qualified teacher at the turn of the century. He is still a qualified teacher but doesn’t teach anymore! He was not always a teacher but started off in life as a farmworker and has worked in an off-licence, bookshops and in child care and as manager of an after school club, factory worker, busker and library assistant. He currently chops wood, grows vegetables and works as a relief library assistant in N. Wales with his lovely wife and a host of wild animals. One day he hopes to make a modest living from his scribbles...or raise a people’s army and seize control of the state. Whichever is more plausible.

Sarah Juliet Lauro is the co-author of the article ‘A zombie manifesto: the nonhuman condition in the era of advanced capitalism’ (*Boundary 2*, Spring 2008), and coeditor of the book *Better Off Dead: The Evolution of the Zombie as Posthuman* (New York: Fordham UP 2011). Her first monograph, *The Transatlantic Zombie: Slavery, Rebellion, and Living Death*, comes out of the doctoral dissertation she completed at UC Davis (2011). It is in production at Rutgers University Press and will be out in print next year. She is the author of both articles and edited collections devoted to topics other than zombies, including a forthcoming special issue of the journal *The South Carolina Review*, coedited with a colleague at Clemson, which is devoted to the topic of ‘The Spectral South’, and one called ‘AfterLives’ for the *Journal of the Fantastic in the Arts*. She teaches literature and film at Clemson University.

Deana Leahy is a senior lecturer in the Faculty of Education at Monash University, Melbourne, Australia. Her research interests are primarily concerned with the politics of health education, curriculum and pedagogy. Drawing on governmentality studies her recent work has sought to critique the effects of neoliberal logics on the subject(s) of school-based health education.

Esther Priyadharshini is senior lecturer in education at the School of Education and Lifelong Learning, University of East Anglia, UK. Her research invariably involves applying/testing critical theories (post-colonial, post-structural, feminist) to educational encounters/sites, and she has a keen interest in the area of cultural studies in education, particularly around the broad themes of food, sex and death. She teaches undergraduate and postgraduate courses covering cultural studies, critical pedagogy and advanced qualitative research methodology. She is the associate editor of the *Cambridge Journal of Education*.

Jennifer Rowsell is professor and Canada Research Chair in Multiliteracies at Brock University's Faculty of Education where she directs the Centre for Multiliteracies and the Brock University Learning Lab. She has co-written and written several books in the areas of new literacy studies, multimodality and multiliteracies. Her current research interests include children's digital and immersive worlds, adopting and applying multimodal epistemologies with adolescents and teenagers and ecological work in communities examining everyday literacy practices. Her most recent books are *Literacy Learning Over Time: Longitudinal Perspectives* with Julian Sefton-Green and *The Routledge Handbook of Literacy Studies* with Kate Pahl.

Phil Smith is a performance-maker, writer, academic and ambulatory researcher. He specialises in creating performances related to walking, site-specificity, mythogeographies and countertourism. He is an associate professor (reader) at Plymouth University. He is a core member of site-based arts collective Wrights & Sites, a co-author of the company's 'A Mis-Guide To Anywhere' and the company dramaturg of TNT (Munich), the world's leading company touring English language theatre to non-anglophone countries. His plays have been seen by over 3 million people. His recent performances and research have included work with choreographers Jane Mason, Siriol Joyner and Melanie Kloetzel. His most recent performance work includes Blind Ditch's 'This City's Centre'. His publications include *On Walking, Enchanted Things* (both 2014), *Counter-Tourism: The Handbook, Mythogeography* (2010) (all Triarchy Press) and his novel *Alice's Dérives in Devonshire* (2014).

Jason J. Wallin is associate professor of media and youth culture studies in curriculum at the Faculty of Education at the University of Alberta, Canada, where he teaches courses in visual art, popular culture and cultural curriculum theory. Jason is author of *A Deleuzian Approach to Curriculum: Essays on a Pedagogical Life*

(Palgrave Macmillan), co-author of *Arts-Based Research: A Critique and Proposal* (with Jan Jagodzinski, Sense Publishers), coeditor of *Educational, Psychological, and Behavioral Considerations in Niche Online Communities* (with Vivek Venkatesh, Juan Carlos Castro and Jason Lewis, IGI Press) and coeditor of *Deleuze, Guattari, Politics and Education* (with Matt Carlin, Bloomsbury). Jason is assistant editor for the *Journal of Curriculum and Pedagogy* (Routledge) and reviews editor for *Deleuze Studies* (Edinburgh University Press).

Rebecca Westrup is a lecturer in Education at the University of East Anglia. Her research interests are primarily concerned with young people, education and identity and how aspects of psychology and sociology intersect with educational experiences. In particular she is interested in students' experiences of assessment in compulsory and post-compulsory education and the (re)shaping of their learner identities.

Karen E. Wohlwend is an associate professor of Literacy, Culture, and Language Education at Indiana University, Bloomington. She reconceptualises young children's play as an embodied literacy, produced through popular media and digital technologies in online spaces and classroom cultures. She is the author of *Playing Their Way into Literacies: Reading, Writing, and Belonging in the Early Childhood Classroom Literacy Playshop: New Literacies, Popular Media, and Play in the Early Childhood Classroom* and, with colleague Carmen Medina, *Play, and Globalization: Converging Imaginaries in Children's Critical and Cultural Performances*. Wohlwend's articles have appeared in *Reading Research Quarterly*, *Gender and Education*, *Journal of Early Childhood Literacy*, *Language Arts* and *Contemporary Issues in Early Childhood*, among others.

