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Welcome to our book review of James S. Miller's Acting Out Culture: Reading and Writing second edition! The book under critique is a textbook ideally designed for college level composition courses. It contains a variety of essays, composed by numerous authors, designed to provoke students' thought regarding popular culture and how it constructs our society, what we believe, and how we act.

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Overall, the second chapter of Acting Out Culture is a useful tool for students to express, through writing, their ideas and concerns about how what we watch determines how we think.

acting out culture: reading and writing - Chapter Two

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Acting Out Culture And Writing 1st Edition

Students are bombarded every day with media messages laden with rules: how true patriots should act, how healthy people eat, what real women should look like. Acting Out Culture is the first thematic composition reader to focus students' attention beyond what rules and norms govern their everyday behavior to how the rules themselves have been shaped over time.

Acting Out Culture: Reading and Writing by James S. Miller

Acting Out Culture empowers students to use writing to speak back to their culture and question its rules. Featuring fresh readings by writers who lay bare and challenge the rules we live by, the second edition of Acting Out Culture gives students the tools they need to analyze and write critically about assumptions at the heart of cultural norms.?

Acting Out Culture: Reading and Writing, 2011, 544 pages ...

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Students are bombarded every day with media messages laden with rules: what makes our work valuable, our bodies ideal, our communities picture perfect. Acting Out Culture empowers students to use writing to speak back to their culture and question its rules. Featuring fresh readings by writers who lay bare and challenge the rules we live by, the second edition of Acting Out Culture gives students the tools they need to analyze and write critically about assumptions at the heart of cultural norms.

Cultural messages bombard students daily, laden with unstated rules about what makes our work valuable, our bodies ideal, our connections meaningful. Acting Out Culture empowers students to critically read those messages and use writing to speak back to their culture and question its rules. This book appeals especially to those students who are not full participants in the dominant culture, as well as to their instructors, who want to help students see how subtle (and not so subtle) cultural forces can shape their lives--and how they can challenge and resist those forces. The new edition of Acting Out Culture builds on that success, with provocative readings (more than 50 percent of them new) that challenge the rules we live by; pedagogical tools to encourage students to read, think, and write critically about their culture; and instructional support featuring sample syllabi, additional discussion topics, and ideas for teaching with visuals and online content.

"Cabinet cards were America's main format for photographic portraiture through last three decades of the nineteenth century. Standardized at 6 1/2-by-4 1/4-inches, they were just large enough to reveal extensive detail, leading to the incorporation of elaborate poses, backdrops, and props. Inexpensive and sold by the dozen, they transformed getting one's portrait made from a formal event taken up once or twice in a lifetime into a commonplace practice shared with friends. The cards reinforced middle class Americans' sense of family. They allowed people to show off their material achievements and comforts, and the best cards projected an informal immediacy that encouraged viewers feel emotionally connected with those portrayed. The phenomenon even led sitters to act out before the camera. By making photographs an easygoing fact of life, the cards

set the root for the snapshot and even today's photo sharing. This first-ever in-depth examination of the cabinet card phenomena, assembled by Dr. John Rohrbach, senior curator of photographs at the Amon Carter Museum of American Art, takes the form of a major travelling exhibition and book. The project finds its roots in the work of New York City photography Napoleon Sarony who, starting in the 1860s, made cabinet cards his central tool for marketing the stars of the day. The project reveals how in reaction to the cards' ubiquity, photographers across the United States worked assiduously to set their businesses apart through use of elaborate, often incongruous, backdrops, overlays, and promotional advertising printed on both sides of the cards. It highlights how the cards transformed photography from a formal event into an avenue for personal expression where sitters took full advantage of photography's realism while openly playing with the medium's believability. In short, cabinet cards made photography modern. Essays by Rohrbach, Salvesen, and Pauwels address how cabinet cards reflected and encouraged the wide embrace of photography (Rohrbach), an in-depth essay on California photographer R. J. Arnold, who built a successful small-town business on the cabinet card (Salvesen), and an essay on New York City photographer Napoleon Sarony's innovative efforts using his patented Posing Apparatus"--

This four-volume work provides a detailed, multicultural survey of established as well as "new" American religions and investigates the fascinating interactions between religion and ethnicity, gender, politics, regionalism, ethics, and popular culture. • Comprises contributions from more than 100 top scholars covering a breadth of topics such as Día de los Muertos, Heathenry, Islam, Pentecostalism, roadside shrines, Sufism, Wicca, and Zen from a variety of interdisciplinary perspectives • Provides thought-provoking insights into religion's interactions with cultural backdrops throughout America, including in education, entertainment, the Internet, the environment, politics, and at home • Contains photographs and illustrations depicting a wide range of religious figures and activities as well as significant religious sites in the United States • Supplies an entire volume of primary source documents illustrating the religious diversity in American culture, including Cecil B. DeMille's essay "The Screen as Religious Teacher" as well as more conventional materials on Christian Science, the New Age, and Buddhism

This book introduces a variety of inclusive strategies for teaching language and literacy in kindergarten through 2nd grade. Readers are invited into classrooms where racially, culturally, and linguistically diverse children's experiences, unique strengths, and expertise are supported and valued. Chapters focus on oral language, reading, and writing development and include diverse possibilities for culturally relevant and inclusive teaching. Featured teaching strategies foster academic success, cultural competence, and critical consciousness—leading students to read their worlds and question educational and societal inequities. Early childhood teachers will find this book invaluable as they consider effective ways to teach diverse children. The hands-on examples and strategies portrayed will help educators expand their thinking and repertoires regarding what is possible—and needed—in the language and literacy education curriculum. Unique in its focus on equitable, fully inclusive, and culturally relevant language and literacy teaching, this important book will help K–2 teachers (re)think and (re)conceptualize their own practices. "Offers us a great opportunity to explore pedagogical strategies that are diverse and inclusive." —From the Foreword by Gloria Ladson-Billings, University of Wisconsin–Madison "Readers will discover a treasure of teacher and student collaborative experiences to engage diverse learners." —Yetta and Ken Goodman, University of Arizona "The authors offer rich vignettes and pragmatic guidance for learning about, responding to, and respectfully building community among children. We readers are in their debt." —Anne Haas Dyson, University of Illinois "A beautifully written book filled with powerful examples. . . . I heartily recommend it for all teachers lucky enough to work on a daily basis with our brilliant early elementary students." —Ernest Morrell, Teachers College, Columbia University

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