

ABSTRACT

This thesis explores the educational insights in Adorno and Marcuse's critical theory and discusses its implications for media education in mainland China. There are three main areas where their critical philosophy can strengthen critical pedagogy and media education in contemporary China: their analysis of the nature and effects of media culture, their critique of the educational system, and their aesthetic educational methods with the aims of political freedom and emancipation. Given the close interplay between media culture and politics, as well as mass media's significant role in shaping people's understanding towards social affairs, I argue for the importance of integrating critical thinking into Chinese media education. The thesis challenges the current technical mode of media education in mainland China, which stresses the teaching of technical knowledge while ignoring the cultivation of the ability to think critically. The analysis of Adorno and Marcuse's critical media studies within the social and cultural context in China contributes to a better understanding of critical philosophy, critical pedagogy, and media education.

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THE UNIVERSITY OF BRITISH COLUMBIA
DEPARTMENT OF EDUCATIONAL STUDIES

PROGRAMME

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For the Degree of

MASTER OF ARTS

Yue Li

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Ponderosa Commons Room 3042

ADORNO AND MARCUSE'S CRITICAL ANALYSIS OF MEDIA
CULTURE AND ITS IMPLICATIONS FOR MEDIA EDUCATION IN CHINA

EXAMINING COMMITTEE

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