

1. Record Nr.	UNINA9910255236903321
Titolo	Discourse and Disjuncture between the Arts and Higher Education [[electronic resource] /] / edited by Jessica Hoffmann Davis
Pubbl/distr/stampa	New York : , : Palgrave Macmillan US : , : Imprint : Palgrave Macmillan, , 2016
ISBN	1-137-55243-3
Edizione	[1st ed. 2016.]
Descrizione fisica	1 online resource (262 p.)
Collana	The Arts in Higher Education
Disciplina	707.11
Soggetti	Arts Higher education Fine arts Performing arts Cultural policy Higher Education Fine Arts Performing Arts Cultural Policy and Politics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Introduction; Jessica Hoffmann Davis -- Part I. Challenges -- Chapter 1. Negotiating a Path to the Arts at Harvard; Tiffanie Ting -- Chapter 2. Disciplinary Discord; Rhoda Bernard -- Chapter 3. The Artist-Teacher; G. James Daichendt -- Chapter 4. Nurturing the Intersections of Arts and Non-arts disciplines; Marit Dewhurst -- Part II. Courses -- Chapter 5. Approaching Interdisciplinarity in a School of Art and Design; Adriana Katzew and Aimée Archambault -- Chapter 6. Claiming Creative Space; Courtney Lee Weida -- Chapter 7. Reflecting on the Arts in Urban Schools; Rubén A. Gaztambide-Fernández, Chandni Desai & Traci Scheepstra -- Part III. A Program Then and Now -- Chapter 8. Persuasion and Structure; Jessica Hoffmann Davis -- Chapter 9. Toward a Culture of Solidarity; Steve Seidel.
Sommario/riassunto	This accessible and compelling collection of faculty reflections

examines the tensions between the arts and academics and offers interdisciplinary alternatives for higher education. With an eye to teacher training, these artist scholars share insights, models, and personal experience that will engage and inspire educators in a range of post-secondary settings. The authors represent a variety of art forms, perspectives, and purposes for arts inclusive learning ranging from studio work to classroom teaching to urban settings in which the subject is equity and social justice. From the struggles of an arts concentrator at an Ivy League college to the challenge of reconciling the dual identities as artists and arts educators, the issues at hand are candid and compelling. The examples of discourse ranging from the broad stage of arts advocacy to an individual course or program give testimony to the power and promise of the arts in higher education.
