

1. Record Nr.	UNINA9910806110803321
Titolo	Art and social justice education : culture as commons // edited by Therese Quinn, John Ploof, and Lisa Hochtritt
Pubbl/distr/stampa	New York, : Routledge, 2012
ISBN	1-136-97674-4 1-136-97675-2 0-203-85247-8
Edizione	[1st ed.]
Descrizione fisica	1 online resource (249 p.)
Altri autori (Persone)	QuinnTherese PloofJohn HochtrittLisa
Disciplina	372.5/044 372.5044
Soggetti	Education - Social aspects - United States Art in education - Social aspects Arts - Study and teaching Social justice - Study and teaching Teaching - Social aspects - United States
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 and index.
Nota di contenuto	ART AND SOCIAL JUSTICE EDUCATION Culture as Commons; Copyright; Contents; Foreword: The Introduction; Acknowledgments; Editors' Introduction; Part I-The Commons: Redistribution of Resources and Power; Introduction to Part I: Yours as Much as Mine; 1 Justseeds: An Artists' Cooperative; 2 Heidi Cody: Letters to the World and the ABCs of Visual Culture; 3 Kutiman: It's the Mother of All Funk Chords; 4 ToroLab: Border Research Gone Molecular; 5 Mequitta Ahuja: Afrogalaxy; 6 Emily Jacir: The Intersection of Art and Politics; 7 Paula Nicho Cumez: Crossing Borders 8 Rafael Trelles: Cleaning Up the Stain of Militarism9 Experience, Discover, Interpret, and Communicate: Material Culture Studies and Social Justice in Art Education; 10 Educational Crisis: An Artistic Intervention; 11 Social Media/Social Justice: The (Creative) Commons and K-12 Art Education; Part II-Our Cultures: Recognition and

Representation; Introduction to Part II: Build Something Fresh; 12 Kaisa Leka: Confusing the Disability/Ability Divide; 13 Darrel Morris: Men Don't Sew in Public; 14 Nicholas Galanin: Imaginary Indian and the Indigenous Gaze
15 Kimsooja: The Performance of Universality
16 Xu Bing: Words of Art;
17 Bernard Williams: Art as Reinterpretation, Identity as Art; 18 Hock E Aye Vi Edgar Heap of Birds: Beyond the Chief; 19 Samuel Fosso: Queering Performances of Realness; 20 Cultural Conversations in Spiral Curriculum; 21 Arts Making as an Act of Theory; 22 Pedagogy, Collaboration, and Transformation: A Conversation with Brett Cook;
Part III-Toward Futures: Social and Personal Transformation;
Introduction to Part III: The Next Big Thing; 23 Harrell Fletcher: Shaping a New Social; 24 Pinky & Bunny: Critical Pedagogy 2.0
25 La Pocha Nostra: Practicing Mere Life
26 Future Farmers: Leaping Over the Impossible Present; 27 Appalshop: Learning from Rural Youth Media; 28 Navjot Altaf: What Public, Whose Art?; 29 The Chiapas Photography Project: You Can't Unsee It; 30 Dilomprizulike: Art as Political Agency; 31 In Search of Clean Water and Critical Environmental Justice: Collaborative Artistic Responses Through the Possibilities of Sustainability and Appropriate Technologies; 32 Opening Spaces for Subjectivity in an Urban Middle-School Art Classroom: A Dialogue between Theory and Practice
33 Story Drawings: Revisiting Personal Struggles, Empathizing with "Others"
Part IV-Voices of Teachers; Introduction to Part IV: Art Matters;
34 Holding the Camera; 35 The Streets Are Our Canvas: Skateboarding, Hip-Hop, and School; 36 The Zine Teacher's Dilemma; 37 Miracle on 79th Street: Using Community as Curriculum; 38 Public School, Public Failure, Public Art?; 39 Animating the Bill of Rights; 40 Think Twice, Make Once; 41 Art History and Social Justice in the Middle-School Classroom; 42 Whatever Comes Next Will Be Made and Named by Us; About the Contributors; Figure Credits and Permissions
Index

Sommario/riassunto

Art and Social Justice Education offers inspiration and tools for educators to craft critical, meaningful, and transformative arts education curriculum and arts integration projects. The images, descriptive texts, essays, and resources are grounded within a clear social justice framework and linked to ideas about culture as commons. Essays and a section written by and for teachers who have already incorporated contemporary artists and ideas into their curriculums help readers to imagine ways to use the content in their own settings. This book is enhanced by a Companion Website (www.routledge.c)
