



# SOCIAL JUSTICE ART

A Framework for  
Activist Art Pedagogy

MARIT DEWHURST

# Social Justice Art A Framework For Activist Art Pedagogy

**Marit Dewhurst**



## **Social Justice Art A Framework For Activist Art Pedagogy:**

Social Justice Art Marit Dewhurst, 2014 In this lively and groundbreaking book arts educator Marit Dewhurst examines why art is an effective way to engage students in thinking about the role they might play in addressing social injustice Based on interviews and observations of sixteen high schoolers participating in an activist arts class at a New York City museum Dewhurst identifies three learning processes common to the act of creating art that have an impact on social justice connecting questioning and translating Noting that one of the challenges of social justice art education has been the difficulty of naming effective strategies that can be used across multiple contexts Dewhurst outlines core strategies for an activist arts pedagogy and offers concrete suggestions for educators seeking to incorporate activist art projects inside or outside formal school settings *Social Justice Art* seeks to give common language to educators and others who are looking to expand and refine their practices in an emerging field whether they work in art education social justice programming or youth development

*Social Justice Art* Marit Dewhurst, 2014-11-01 In this lively and groundbreaking book arts educator Marit Dewhurst examines why art is an effective way to engage students in thinking about the role they might play in addressing social injustice Based on interviews and observations of sixteen high schoolers participating in an activist arts class at a New York City museum Dewhurst identifies three learning processes common to the act of creating art that have an impact on social justice connecting questioning and translating Noting that one of the challenges of social justice art education has been the difficulty of naming effective strategies that can be used across multiple contexts Dewhurst outlines core strategies for an activist arts pedagogy and offers concrete suggestions for educators seeking to incorporate activist art projects inside or outside formal school settings *Social Justice Art* seeks to give common language to educators and others who are looking to expand and refine their practices in an emerging field whether they work in art education social justice programming or youth development

*Social Justice Art Education, Second Edition* Marit Dewhurst, 2023-11-28 Expanding on a groundbreaking framework this revised edition connects activist art education with current campaigns for social justice Nearly a decade after *Social Justice Art* innovative arts educator Marit Dewhurst returns with a new edition offering further guidance for developing meaningful justice centered art programming Reflecting on a growing interest in the field and its place within larger movements that uses creative strategies to drive social change Dewhurst brings new research to bear on her interviews with educators artists and students to suggest clear actionable approaches to facilitating the collaborative process of creating art for social change In *Social Justice Art Education* Dewhurst examines how to teach art making to address systems of injustice how to talk about the process and the role of activist art projects not only in school classrooms but also within museum education afterschool education and other youth programming In a new chapter she introduces essential steps that prepare educators to engage in this work recognizing power differentials identifying community strengths and nurturing relationships Through real world examples Dewhurst highlights three key learning processes

connecting questioning and transforming and frames a critical arts pedagogy that incorporates collaboration inquiry based discussion and changemaking into arts curricula This invigorating work provides common language and concrete support for educators and others who want to expand and refine their practices empowering students through liberatory education that aims to inspire social change      *Engaging Youth in Critical Arts Pedagogies and Creative Research for Social Justice* Kristen P. Goessling, Dana E. Wright, Amanda C. Wager, Marit Dewhurst, 2021-03-30 Originally published as a special issue of the International Journal of Qualitative Studies in Education this volume explores how researchers educators artists and scholars can collaborate with and engage young people in art creative practice and research to work towards social justice and political engagement By critically interrogating the dominant discourses cultural and structural obstacles that we all face today this volume explores the potential of critical arts pedagogies and community based research projects to empower young people as agents of social change Chapters offer nuanced analyses of the limits of arts based social justice collaborations and grapple with key ethical practical and methodological issues that can arise in creative approaches to youth participatory action research Theoretical contributions are enhanced by Notes from the Field which highlight prime examples of arts based youth work occurring across North America As a whole the volume powerfully advocates for collaborative creative practices that facilitate young people to build power hope agency and skills through creative social engagement This volume will be of interest to scholars researchers postgraduate students and scholar practitioners involved in community and arts based research and education as well as those working with marginalized youth to improve their opportunities and access to a quality education and to deepen their political participation and engagement in intergenerational partnerships aiming to increase the conditions for social justice      **Teaching Civic Participation with Digital Media in Art Education** Michelle Bae-Dimitriadis, Olga Ivashkevich, 2023-08-28 This anthology shares educational practices to engage young people in critical digital media consumption and production Comprehensive frameworks and teaching guidance enable educators to empower students to use digital technologies to respond to the social political economic and other critical issues in their real life and online communities Section I of the book explores philosophical and conceptual approaches to teaching civic participation via digital media and technologies in various educational settings Section II focuses on the participatory civic approaches in K 16 art education classrooms and Section III outlines these approaches for arts based community settings after school programs camps online sites Throughout authors reference different technologies video digital collage glitch game design mobile applications virtual reality and social media and offer in depth discussions of pedagogical processes and exemplary curriculum projects Building on National NAEP and State Media Arts Standards the educational practices outlined facilitate students media literacy skills and digital citizenship awareness in the art classroom and provide a solid foundation for teaching civic minded media making Ideal for art and media educators within preservice and higher education spaces this book equips readers to prepare their students to be thoughtful and

critical producers of their own media that can effectively advocate for social change

**The Palgrave Handbook of Race and the Arts in Education** Amelia M. Kraehe, Rubén Gaztambide-Fernández, B. Stephen Carpenter II, 2018-07-12 The Palgrave Handbook of Race and the Arts in Education is the first edited volume to examine how race operates in and through the arts in education Until now no single source has brought together such an expansive and interdisciplinary collection in exploration of the ways in which music visual art theater dance and popular culture intertwine with racist ideologies and race making Drawing on Critical Race Theory contributing authors bring an international perspective to questions of racism and anti racist interventions in the arts in education The book s introduction provides a guiding framework for understanding the arts as white property in schools museums and informal education spaces Each section is organized thematically around historical discursive empirical and personal dimensions of the arts in education This handbook is essential reading for students educators artists and researchers across the fields of visual and performing arts education educational foundations multicultural education and curriculum and instruction

**Visual and Performing Arts Collaborations in Higher Education** Julia Listengarten, Keri Watson, 2023-07-26 This book examines the role of the visual and performing arts in higher education and argues for the importance of socially engaged transdisciplinary practices not just to the college curriculum but also to building an informed and engaged citizenry The first chapter defines and offers an outline for conducting transdisciplinary research Chapters two through five present examples of transdisciplinary projects facilitated in Central Florida between 2017 and 2022 Topics and methodological frameworks include ecocriticism and climate change migration poverty and displacement ageing and disability and systemic racism and mass incarceration Each chapter includes descriptions of the projects and outlines how they integrated the essential learning outcomes articulated by the American Association of Colleges and Universities in the Liberal Education and America s Promise report A concluding chapter offers reflections on the value of transdisciplinary collaborative work and poses questions for further discussions on the role of the arts in higher education The book is designed for graduate and undergraduate students faculty and non academics interested in engaging in transdisciplinary projects to address complex societal issues

**Art as a Way of Listening** Amanda Claudia Wager, Berta Rosa Berriz, Laura Ann Cranmer, Vivian Maria Poey, 2023-03-23 Offering a wealth of art based practices this volume invites readers to reimagine the joyful possibility and power of language and culture in language and literacy learning Understanding art as a tool that can be used for decolonizing minds the contributors explore new methods and strategies for supporting the language and literacy learning skills of multilingual students Contributors are artists educators and researchers who bring together cutting edge theory and practice to present a broad range of traditional and innovative art forms and media that spotlight the roles of artful resistance and multilingual activism Featuring questions for reflection and curricular applications chapters address theoretical issues and pedagogical strategies related to arts and language learning including narrative inquiry journaling social media oral storytelling and advocacy projects The innovative methods

and strategies in this book demonstrate how arts based decolonizing practices are essential in fostering inclusive educational environments and supporting multilingual students cultural and linguistic repertoires Transformative and engaging this text is a key resource for educators scholars and researchers in literacy and language education Critical Articulations of Hope from the Margins of Arts Education Eeva Anttila,Anniina Suominen,2018-09-18 Critical Articulations of Hope from the Margins of Arts Education presents perspectives on arts education from marginalized contexts and communities around the world The contributors of this collection are educators researchers and artists who have devoted their research and practice to exploring how to utilize arts education to work toward justice equity sustainability and hope when communities or groups of people are faced with most challenging and arduous situations This book depicts hardships and struggles including forced migration institutionalized discrimination economic ecological and cultural oppression hatred prejudice and violence However it also celebrates the strength of individuals and communities who strive to make a difference and work towards fair and just cultures and communities The book proposes that participation in the arts is a basic human right and that diverse cultures and the arts are an integral aspect of healthy lives and societies Building on long traditions of arts education for social justice critical pedagogy and the pedagogy of hope it facilitates international dialogue and explores how the theory and practice for arts education can be furthered by including insights emerging from practices evolving as sensitive to marginal conditions Critical Articulations of Hope from the Margins of Arts Education will be of great interest to academics researchers and postgraduate students of the arts arts education and education It will also appeal to arts educators community artists sociologists cultural workers and teacher training faculty and in service learning and other pedagogy related courses **Teaching With Arts-Infused Writing Pedagogies** Kelly K. Wissman,2024 Envisioned as a story a guide a resource and an aesthetic experience this book features the work of a multigenerational collective of K 12 educators students and teaching artists seeking educational justice This multivocal approach illustrates how bringing together arts infused writing pedagogies with the visionary and intellectual force of freedom dreaming can create more luminous and socially transformative educational spaces Through vivid vignettes compelling first person narratives mixed media artwork and detailed lesson plans readers will experience schools as places of joy belonging and justice As an act of radical hope during the turmoil and trauma of post pandemic times this book invites readers to draw on the principles of freedom dreaming and abolitionist teaching to imagine and enact arts infused writing pedagogies across a multitude of settings Authors offer guidance for teachers teacher educators and professional development leaders wishing to take up this work in their own contexts Book Features Provides detailed guidelines and principles for enacting arts infused writing pedagogies adaptable to a range of contexts Showcases original artwork by K 12 students and educators many in full color Includes insights on teaching writing and engaging in inquiry based professional learning from a local site of the National Writing Project Highlights the role of teaching artists in enhancing teacher and student learning Illuminates the potential of a r

tography affect and wonder in qualitative inquiry Contains visually arresting and narratively powerful contributions from students as young as 6 years old to teachers nearing retirement as well as professional artists and novelists Contributors Marcus Kwame Anderson Mandy Berghela Dana Corcoran Cheryl L Dozier Tammy Ellis Robinson Brittany Gonzalez Barone Emily Hass Rana Hughes H D Hunter Patricia Poole Jeffress Rae Johnson Maria Latorre Kyle McHugh Gina M Mooney Christina Pepe Matt Pinchinat Brandon Porter Camille Ramos Amy Salamone Fatima Shah Alisa Sikelianos Carter Christina Taylor Hanum Tyagita Alicia Wein Leah Werther Vanessa Wilkins Kelly K Wissman Jacquelyn Woods Shania Yearwood

*Environmental Communication Pedagogy and Practice* Tema Milstein, Mairi Pileggi, Eric L Morgan, 2017-02-24 Given the urgency of environmental problems how we communicate about our ecological relations is crucial Environmental Communication Pedagogy and Practice is concerned with ways to help learners effectively navigate and consciously contribute to the communication shaping our environmental present and future The book brings together international educators working from a variety of perspectives to engage both theory and application Contributors address how pedagogy can stimulate ecological wakefulness support diverse and praxis based ways of learning and nurture environmental change agents Additionally the volume responds to a practical need to increase teaching effectiveness of environmental communication across disciplines by offering a repertoire of useful learning activities and assignments Altogether it provides an impetus for reflection upon and enhancement of our own practice as environmental educators practitioners and students Environmental Communication Pedagogy and Practice is an essential resource for those working in environmental communication environmental and sustainability studies environmental journalism environmental planning and management environmental sciences media studies and cultural studies as well as communication subfields such as rhetoric conflict and mediation and intercultural The volume is also a valuable resource for environmental communication professionals working with communities and governmental and non governmental environmental organisations

*Code for What?* Clifford Lee, Elisabeth Soep, 2023-01-10 Coding for a purpose helping young people combine journalism data design and code to make media that makes a difference Educators are urged to teach code for all to make a specialized field accessible for students usually excluded from it In *Code for What* Clifford Lee and Elisabeth Soep instead ask the question code for what What if coding were a justice driven medium for storytelling rather than a narrow technical skill What if democratizing computer science went beyond the usual one off workshop and empowered youth to create digital products for social impact Lee and Soep answer these questions with stories of a diverse group of young people in Oakland California who combine journalism data design and code to create media that make a difference These teenage and young adult producers created interactive projects that explored gendered and racialized dress code policies in schools designed tools for LBGTQ youth experiencing discrimination investigated facial recognition software and what can be done about it and developed a mobile app to promote mental health through self awareness and outreach for support and more for distribution to audiences that could reach into

the millions Working with educators and media professionals at YR Media an award winning organization that helps young people from underserved communities build skills in media journalism and the arts these teens found their own vibrant answers to why code They code for insight connection and community accountability creative expression joy and hope

**Engaging Communities Through Civic Engagement in Art Museum Education** Bobick, Bryna, DiCindio, Carissa, 2020-12-25 As art museum educators become more involved in curatorial decisions and creating opportunities for community voices to be represented in the galleries of the museum museum education is shifting from responding to works of art to developing authentic opportunities for engagement with their communities Current research focuses on museum education experiences and the wide reaching benefits of including these experiences into art education courses As more universities add art museum education to their curricula there is a need for a text to support the topic and offer examples of real world museum education experiences Engaging Communities Through Civic Engagement in Art Museum Education deepens knowledge on museum and art education and civic engagement and bridges the gap from theory to practice The chapters focus on various sectors of this research including diversity and inclusion in museum experiences engaging communities through new techniques and museum and university partnerships As such it includes coverage on timely topics that include programs and audience engagement with the LGBTQ refugee disability and senior communities socially responsive museum pedagogy and the use of student workers This book is ideal for museum educators museum directors curators professionals practitioners researchers academicians and students who are interested in updated knowledge and research in art education curriculum development and civic engagement

**Marking the "Invisible"** Andrea M. Hawkman, Sarah B. Shear, 2020-04-01 Substantial research has been put forth calling for the field of social studies education to engage in work dealing with the influence of race and racism within education and society Branch 2003 Chandler 2015 Chandler Husband 2010 King Ladson Billings 2003 Ooka Pang Rivera Ladson Billings 2003 Woysner Bohan 2012 In order to challenge the presence of racism within social studies research must attend to the control that whiteness and white supremacy maintain within the field This edited volume builds from these previous works to take on whiteness and white supremacy directly in social studies education In Marking the Invisible editors assemble original contributions from scholars working to expose whiteness and disrupt white supremacy in the field of social studies education We argue for an articulation of whiteness within the field of social studies education in pursuit of directly challenging its influences on teaching learning and research Across 27 chapters authors call out the strategies deployed by white supremacy and acknowledge the depths by which it is used to control manipulate confine and define identities communities citizenships and historical narratives This edited volume promotes the reshaping of social studies education to support the histories experiences and lives of Students and Teachers of Color challenge settler colonialism and color evasiveness develop racial literacy and promote justice oriented teaching and learning Praise for Marking the Invisible As the theorization of race and racism continues to gain traction in



social studies education this volume offers a much needed foundational grounding for the field From the foreword to the epilogue Marking the Invisible foregrounds conversations of whiteness in notions of supremacy dominance and rage The chapters offer an opportunity for social studies educators to position critical theories of race such as critical race theory intersectionality and settler colonialism at the forefront of critical examinations of whiteness Any social studies educator researcher concerned with the theorization or teaching of race should engage with this text in their work Christopher L Busey University of Florida

Art's Teachings, Teaching's Art Tyson Lewis, Megan Laverty, 2015-08-28 This volume examines the interface between the teachings of art and the art of teaching and asserts the centrality of aesthetics for rethinking education Many of the essays in this collection claim a direct connection between critical thinking democratic dissensus and anti racist pedagogy with aesthetic experiences They argue that aesthetics should be reconceptualized less as mere art appreciation or the cultivation of aesthetic judgment of taste and more with the affective disruptions phenomenological experiences and the democratic politics of learning thinking and teaching The first set of essays in the volume examines the unique pedagogies of the various arts including literature poetry film and music The second set addresses questions concerning the art of pedagogy and the relationship between aesthetic experience and teaching and learning Demonstrating the flexibility and diversity of aesthetic expressions and experiences in education the book deals with issues such as the connections between racism and affect curatorship and teaching aesthetic experience and the common and studying and poetics The book explores these topics through a variety of theoretical and philosophical lenses including contemporary post structuralism psychoanalysis phenomenology critical theory and pragmatism

Arts-Based Interventions and Social Change in Europe Andrea Kárpáti, 2023-10-18 This book presents 23 successful arts based efforts to respond to social problems experienced by disadvantaged communities The arts are a powerful means of fighting discrimination marginalisation neglect and even poverty The educational programmes described in these chapters help stakeholders find solutions which are research based adaptable repeatable and sustainable Social problems that are addressed in this book include children living with physical challenges suffering from financial and educational poverty elderly women suffering from solitude migrants facing a strange and not always welcoming cultural context Roma youth fighting negative stereotypes and many more Revealing the interconnectedness between social economic and cultural exclusion contributors planned interventions to develop skills strengthen identities and build communities This book will be of interest to scholars working in the visual arts art education design education drama and theatre education and museum pedagogy The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

**Feminism, Adult Education and Creative Possibility** Darlene E. Clover, Kathy Sanford, Kerry Harman, 2022-04-07 This book argues that feminist aesthetics as practices of adult education can inform our responses to gendered racial class and ecological injustices It illustrates the critical creative and provocative

pedagogical theorising research and engagement work of feminist adult educators and researchers who work in diverse community institutional and social movement contexts across North America and Europe This book captures the complexity diversity energy and imagination of those who theorise decolonise facilitate investigate visualize story and create within the politics of gender in justice and radical change      **Funds of Knowledge in Higher Education** Judy Marquez

Kiyama,Cecilia Rios-Aguilar,2017-08-07 Refining and building on the concept in a sophisticated and multidisciplinary way this book uses a funds of knowledge approach and connects it to other key conceptual frameworks in education to examine issues related to the access and transition to college college persistence and success and pedagogies in higher education Research on funds of knowledge has become a standard reference to signal a sociocultural orientation in education that seeks to build strategically on the experiences resources and knowledge of families and children especially those from low income communities of color Challenging existing deficit thinking in the field the contribution of this unique and timely book is to apply this concept to and map future work on funds of knowledge in higher education      **Artful Teaching** David M.

Donahue,Jennifer B. Stuart,2024 The authors in this volume share exemplary arts integration practices across the K 8 curriculum Rather than providing formulas or scripts to be followed they carefully describe how the arts offer an entry point for gaining insight into why and how students learn The book includes rich and lively examples of public school teachers integrating visual arts music drama and dance with subject matter including English social studies science and mathematics Readers will come away with a deeper understanding of why and how to use the arts every day in every school to reach every child

*Museums and Public Art?* Cher Krause Knight,Harriet F. Senie,2018-06-11 While many museums have ignored public art as a distinct arena of art production and display others have either grudgingly or enthusiastically embraced it Some institutions have partnered with public art agencies to expand the scope of special exhibitions other museums have attempted to establish in house public art programs This is the first book to contextualize the collaborations between museums and public art through a range of essays marked by their coherence of topical focus written by leading and emerging scholars and artists Organized into three sections it represents a major contribution to the field of art history in general and to those of public art and museum studies in particular It includes essays by art historians critics curators arts administrators and artists all of whom help to finally codify the largely unwritten history of how museums and public art have and continue to intersect Key questions are both addressed and offered as topics for further discussion Who originates such public art initiatives funds them and most importantly establishes the philosophy behind them Is the efficacy of these initiatives evaluated in the same way as other museum exhibitions and programs Can public art ever be a permanent feature in any museum And finally are the museum and public art ultimately at odds or able to mutually benefit one another

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