



Visual Arts Education & Social Justice Education

Books

Anderson, T., Gussak, D., Hallmark, K., & Paul, A. (2010) *Art Education for Social Justice*. National Endowment for the Arts

This book includes stories by and about educators who have used art education to achieve or maintain social justice in schools, universities and community settings. The resource provides a clear definition of social justice art education and international examples of what it looks like in educational settings. There are also essays on higher education and teacher preparation.

Bell, L. A., & Desai, D. (2014). *Social Justice and The Arts*. London: Routledge

This book includes a range of arts-based pedagogies for challenging oppressive practices in schools, community centers and other public sites. The chapters discuss the challenges and benefits of social justice arts education and the importance of on-going critical reflection for this work.

Beyerbach, B. & Davis, R. D. (2011). *Activist Art and Social Justice Pedagogy: Engaging Students in Global Issues through the Arts*. New York: Lang Publishing

The book critiques approaches to using activist art to teach a multicultural curriculum. Each chapter gives light to an example of how art has been used for a vehicle of change in a school or community setting. The book highlights the transformative power of art, art as a process of developing voice and identity, and art as a means to engage students in citizenship.

Dewhurst, M. (2014) *Social Justice Art: A Framework for Activist Art Pedagogy*. Cambridge: Harvard Education Press

Through interviews and observations of high school students in New York, the book examines why art is an effective way to engage students in thinking about the role they might play in addressing social injustice. She sees connecting, questioning and translating as the three learning processes essential to art education. She offers concrete suggestions of what art educators can do to incorporate activist art projects. Refer to an interview with Dewhurst on thinking about Social Justice Art : <http://www.gse.harvard.edu/news/14/11/harvard-edcast-social-justice-art>

Gablik, S. (1991). *The Reenchantment of Art*. New York: Thames & Hudson

This seminal book is not an art education text, but offers an alternate vision of art-making and educating based on Gablik's theory of "connective aesthetics". By better connecting art to the realities of daily living, she argues that art can be used effectively as an agent of social change, one that can capture the public's attention through its creative, innovative approaches to society's problems.

Greene, M. (1995). *Releasing the Imagination: Essays on Education, The Arts and Social Change*. San Francisco, CA: Jossey-Bass.

This series of essays define the role of imagination in education. According to Greene, social imagination is 'the capacity to invent a vision of what should be and what might be in our deficient society, on the streets where we live, in our schools' (p. 5). She uses the arts as a tool for opening minds and breaking down the barriers to imagining worlds different from our own, essential to igniting a desire for change in students.

Hafeli, M., & McConaughy, L. (2010) *Engaging Students' Social Imagination Without Telling Them What To Think: Two Curriculums in Art Education for Social Justice*. National Art Education Association, VA.

Students' development of social imagination is an enabling component of social justice art education. "Teaching students to become socially responsible people who are curious about and active participants on issues and events" is a goal for this book.

Hanley, M. S. (2013). *Culturally Relevant Arts Education for Social Justice: A Way Out of No Way*. New York: Routledge.

The goal of this rich anthology is to enable students to develop their critical thinking tools so that they will question oppressive situations and develop a sense of agency to make a change.

Hutzel, K., Bastos, F. M. C., & Cosier, K. (2012). *Transforming City Schools Through Art: Approaches to Meaningful K-12 Learning*. New York: Teachers College Press.

This book tracks how urban educators can use the cultural resources at hand to engage students in the process of critical imaginative investigation. The book has three sections: Seeing the City; Reimagining Art Teacher Education; and Engaging Pedagogy: Curriculum and Methodologies for the city.

Quinn, T., Ploof, J. & Hochtritt, L. (2012) *Art and Social Justice Education - Culture as Commons*. New York: Routledge

This is a resource for educators on how to integrate social justice education into the arts. Educators are encouraged move beyond from an art education that is based on the formal principles of design, towards one that teaches students to critically examine what they see. The last section of the book includes teachers' essays on their practice in the classroom.

Articles

Dewhurst, M. (2010). An inevitable question: Exploring the defining features of social justice art education. *Art Education*, 63(5), 6-14.

Dewhurst answers the question of what is social justice art education and outlines three key attributes of it: “it is rooted in people's experiences, it is a process of reflection and action together, and it seeks to dismantle systems of inequality to create a more humane society” (p. 364). She also discusses what is needed to teach social justice art education including: student-driven projects, relevant reflection, critical questions, tactical balance, and public audience.

Dewhurst, M. (2011). Where is the action? Three lenses to analyze social justice art education. *Equity & Excellence in Education*, 44(3), 364-378.

The article uses three lenses—intention, process, and social location— to unpack how social justice fits into art education. Educators and researchers can use these lenses to critique and evaluate what we mean by social justice art.

Dewar, J. (2011). Getting students hooked into giving a stitch. *Professionally Speaking: The Magazine for the Ontario College of Teachers*

http://professionallyspeaking.oct.ca/june_2011/departments/exemplary.aspx

This secondary educator teaches a grade 10 art course on urban street design and art forms in relation to social justice issues.

Desai, D., & Chalmers, G. (2007). Notes for a dialogue on art education in critical times. *Art Education*, 60(5), 6-12.

Desai and Chalmers discuss the history of schools as sites for political and social discussion. They highlight two beliefs that underscore social justice art education: (1) understanding the politics of images and how they construct meanings about the world in particular ways; and (2) aesthetics needs to be understood as relational or dialogic. They give examples of high school art classes that have addressed social and political issues through their work (mainly performance art) and examples of artists that teachers can look at (such as Brian Jungen.)

Freedman, K. (2000). Social perspectives on art education in the U.S.: Teaching visual culture in a democracy. *Studies in Art Education*, 41(4), 314-329.

This article is an overview of social perspectives on art education such as gender, race, ethnicity, and sexual orientation. Freeman believes that the visual arts are vital to all societies and that representations of art in education should seek to reveal its complexity, diversity, and integral cultural location.

Freedman, K. (2007). Artmaking/troublemaking: Creativity, policy, and leadership in art education. *Studies in Art Education*, 48(2), 204-217.

This article addresses how contemporary policy in the United States and internationally influences art education. It discusses what teachers; researchers and policy makers can do to make art education meaningful including: conduct good research, support social responsible art practice, rethink creativity, and emphasize intellectual and organizational leadership.

Garber, E. (2004). Social justice and art education, *Visual Arts Research*, 30(2), 4 – 22.

The article provides an overview of social justice in educational theory and outlines some of the problems of implementing it in arts education. Garber believes that social justice education can be thought of as guiding students to know themselves and their worlds, and to love and act as part of communities and society as critical citizens. Students' interests, voices, and lives are positioned as part of the curriculum.

Gude, O. (2007). Principles of possibility: Considerations for a 21st-century art & culture curriculum. *Art Education*, 60(1), 6-17.

Gude asks art educators to look beyond the modern principals and elements of design as the basis for art education as they are not sufficient for understanding contemporary art or guiding students in learning contemporary meaning-making strategies. She discusses other possibilities for art educators to use including play, investigating community themes, and empowering meaning-making. Gude asks art teacher candidates to create a curriculum that encourages students to investigate questions relating visual and social phenomena and to reexamine what art we are teaching in schools.

Gude, O. (2013). New school art styles: Project of art education. *Art Education*, 66(1), 6-15

The article calls for a project-based art curriculum that moves away from the modernist principals and elements. The article is inspired by her work with the Spiral workshops.

Kraehe, A. M., & Brown, K. D. (2011). Awakening teachers' capacities for social justice with/in arts-based Inquiries. *Equity and Excellence in Education*, 44(4), 37-41.

Kraehe and Brown (2011) call for art-based inquiry. They believe that activist artists must be passionate and invested in their artwork, thus students engaged in social justice art making must initiate the inquiry and be passionate about what they are making.

Maguire, C., & Lenihan, T. (2010). Fostering capabilities toward social justice in art education. *Journal of Cultural Research in Art Education*, 28, 39-53.

This article is about teaching pre-service teachers social justice art education. They argue that, given the growing diversity of our society, it is imperative for current and future teachers to find ways of embodying, implementing, and assessing social justice practices in art classrooms. In their case study with pre-service teachers, they found that guided reflection, vigorous art making, and service-learning had the greatest impact on the participants.

Russell, R., & Hutzler, K. (2007). Promoting social and emotional learning through service learning art projects. *Art Education*, 60(3), 6-11.

Russell and Hutzler wrote about pre-service art education, which promotes students' social and emotional learning through art projects that serve the community. "The primary purpose of the collaboration must be to serve a particular need or interest of the community, rather than to serve the vision of the artist" (p.9).

Sanchez, N. (2014). *Practicing social justice through arts education*. Retrieved From http://www.huffingtonpost.com/nathalie-sanchez/practicing-social-justice_b_5413261.html
A teacher's account of teaching self-portraiture with awareness for social justice art education.

Special Issue 2013: "Education, Social Justice and the Arts". *Our Schools, Our Selves*, 22(4), (#112).

The issue of *Our Schools, Our Selves* focuses on the links between the arts, education, and social justice. It discusses how students are using dance, drama, poetry and visual art to engage in conversations about race, gender and privilege and fairness.

Online Resources

The Art of Education

<http://www.theartofed.com/2015/05/11/help-your-students-make-a-difference-by-making-art/>

This site discusses an initiative to do with your students, "Students Rebuild," which allows students to make a difference through art. Every artwork created or number of art works create equals a donation to the cause.

Cultural Organizing

<http://culturalorganizing.org/?tag=arts-education>

A blog by Paul Kuttmer, educator and scholar, which explores the relationship between art and social change. Influenced by Greene and the idea art has played an important role in every social movement.

Creative City

<http://www.creativecity.ca/publications/making-the-case/arts-and-positive-change-in-communities.php>

The *Creative City Network of Canada* is a national-non profit organization made up of municipalities, arts organizations and individuals working to support cultural development in their communities. CCNC facilitates knowledge sharing professional development in the field of local cultural policy, planning and research.

Institute for Management in Education

<http://www.iskme.org/our-work/field-building-arts-and-social-justice-engaging-teachers-learners-and-practitioners-collabo>

This organization works to engage teachers, learners and practitioners in collaborative development with the use of open online educations resources.

Oasis Arts and Social Change Program Blog

<http://oasisartsandsocialchangeprogram.blogspot.ca>

This Toronto alternative school delivers an art-based and social justice curriculum; this blog documents the integrated curriculum model that they implement.

Spiral Art Education

https://www.uic.edu/classes/ad/ad382/sites/AEA/AEA_index.html

This website, run by Olivia Gude, includes information on the Spiral Workshop where teacher candidates work with high school students on Saturday mornings to explore contemporary art and develop art making skills.

Teachers for Social Justice

<http://www.teachersforjustice.org>

An organization of teachers, administrators, pre-service teachers, and other educators working in public, independent, alternative, and charter schools and universities in the Chicago area. The site includes links to resources on Social Justice Education.

Videos

Continuing the Conversation – Harvard University

https://www.youtube.com/watch?v=f_FFPHEGGJQ

Alumni from the arts in education program at Harvard University discuss the social responsibility of art educators. Participants include: Melanie R. Brown, Marit Dewhurst, George Sanchez, and Steve Seidel.

5 Ted talks on artists that use their art for social change

<http://cloudhead.org/2013/09/03/the-power-of-art-to-affect-social-change-shown-in-5-ted-talks/>

Student Videos

<https://www.youtube.com/watch?v=7TQjE57Zq3s>

Grade 7 students create an art video about human rights which includes their poetry, artwork, and music.

https://www.youtube.com/watch?v=-os0H_jLN6o

Teacher Julie Cardillo and her students discuss art for social justice- what it is for them and why it is important.

List Compiled by Jennifer Ford Sharpe

This list is not meant to be exhaustive, but used as a starting point for learning about the connections between the arts and social justice education.