

Contemporary Philosophies and Theories in Education

Volume 8

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The series associates philosophy and theory not exclusively with a cognitive interest (to know, to define, to order) or an evaluative interest (to judge, to impose criteria of validity) but also with an experimental and attentive attitude which is characteristic for exercises in thought that try to find out how to move in the present and how to deal with the actual spaces and times, the different languages and practices of education and its transformations around the globe. It addresses the need to draw on thought across all sorts of borders and counts amongst its elements the following: the valuing of diverse processes of inquiry; an openness to various forms of communication, knowledge, and understanding; a willingness to always continue experimentation that incorporates debate and critique; and an application of this spirit, as implied above, to the institutions and issues of education.

Authors for the series come not only from philosophy of education but also from curriculum studies and critical theory, social sciences theory, and humanities theory in education. The series incorporates volumes that are trans- and inner-disciplinary.

The audience for the series includes academics, professionals and students in the fields of educational thought and theory, philosophy and social theory, and critical scholarship.

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Tyson E. Lewis • Megan J. Laverty
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Art's Teachings, Teaching's Art

Philosophical, Critical and Educational
Musings

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Contents

1	Introduction: Redistributing the Artistic and Pedagogical Sensible	1
	Tyson E. Lewis and Megan J. Laverty	
Part I Art’s Teachings		
2	Art’s Foreignness as an “Exit Pedagogy”	19
	John Baldacchino	
3	A <i>Poietic</i> Force That Belongs to No One: Reflections on Art and Education from an Agambenian Perspective	33
	Joris Vlieghe	
4	Opening Minds Through Narratives	49
	Susan Verducci	
5	An Organism of Words: Ekphrastic Poetry and the Pedagogy of Perception	63
	Anne Keefe	
6	Rosetta’s Moral Body: Modernist Lessons from the Dardennes . . .	79
	René V. Arcilla	
7	A Note on the Scandals: The Role of Filmic Fantasy in Reproducing Teaching and its Transgressions	89
	James Stillwaggon and David Jelinek	
8	Cinematic Screen Pedagogy in a Time of Modulated Control: To Think the Outside	105
	jan jagodzinski	
9	Music as an Apprenticeship for Life: John Dewey on the Art of Living	123
	Megan J. Laverty	

10 Aesthetics and Educational Value Struggles 137
Alexander J. Means

**11 The Primacy of Movement in Research-Creation:
New Materialist Approaches to Art Research and Pedagogy 151**
Sarah E. Truman and Stephanie Springgay

Part II Teaching’s Arts

**12 Suspending the Ontology of Effectiveness in Education:
Reclaiming the Theatrical Gestures of the Ineffective Teacher 165**
Tyson E. Lewis

13 Learning by *Jamming* 179
Eduardo Duarte

14 The Blue Soul of Jazz: Lessons on Waves of Anguish 195
Samuel D. Rocha

**15 Funny Vibe: Towards a Somaesthetic Approach
to Anti-racist Education 211**
David A. Granger

16 Toward a Curatorial Turn in Education 229
Claudia W. Ruitenberg

Author Index 243

Subject Index 247

Biographical Statements

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David A. Granger is Professor of Education at SUNY Geneseo, where he teaches courses in humanities and educational foundations and also serves as the Faculty Athletics Representative (FAR). He is the author of *John Dewey, Robert Pirsig, and the Art of Living: Revisioning Aesthetic Education* (Palgrave Macmillan, 2006) and has published numerous articles on John Dewey and aesthetics in journals including *The Inter-American Journal of Philosophy*, *Educational Theory*, *Studies in Philosophy and Education*, the *Journal of Aesthetic Education*, the *Journal of Curriculum Studies*, *Teachers College Record*, *Educational Studies*, and *Educational Change*. In addition, Granger serves as editor of the John Dewey Society journal *Education & Culture*.

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in Corpo) (Intellect Books, 2011); and *Psychoanalyzing Cinema: A Productive Encounter of Lacan, Deleuze, and Zizek* (Palgrave, 2012).

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Alexander J. Means is an Assistant Professor in the Department of Social and Psychological Foundations of Education at SUNY Buffalo State. His research examines educational policy and governance in relation to political economy, urbanization, human security, social inequality, and radical democratic theory. He is the author of *Schooling in the Age of Austerity: Urban Education and the struggle for Democratic Life* (Palgrave, 2013), which won a 2014 Society of the Professors of Education Book Award, and *Toward a New Common School Movement* (Paradigm, 2014) with Noah De Lissovoy and Kenneth Saltman. His work has also been published in numerous international research journals such as *Critical Sociology*, *Journal of Education Policy*, *Educational Philosophy and Theory*, *Policy Futures*

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Samuel D. Rocha is Assistant Professor of Philosophy of Education at the University of British Columbia and a performing and recording artist. He is the author of *A Primer for Philosophy and Education* (Cascade 2014), and his next book, *Folk Phenomenology: Education, Study, and the Human Person*, is forthcoming with Pickwick Publications. He has released an EP, *Freedom for Love* (Indie 2011), and an LP, *Late to Love* (Wiseblood 2014).

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