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-- Felicity J. Colman, Professor of Film and Media Arts, Manchester Metropolitan University By resisting the corporatized, neo-liberal university and the perpetual gendering, ethnicizing, and sexualizing of bodies and other artistic materials, the collection Arts, Pedagogy and Cultural Resistance brings to the fore a singular, new materialist theory of resistance, and it does so affirmatively.

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By resisting the corporatized, neo-liberal university and the perpetual gendering, ethnicizing, and sexualizing of bodies and other artistic materials, the collection Arts, Pedagogy and Cultural Resistance brings to the fore a singular, new materialist theory of resistance, and it does so affirmatively. Taken together, the essays in this volume uniquely conceptualize matter's transformative capacities as pedagogical, which imply the entangled nature of opposition and opportunity.

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culture, including the work of activists and artists such as The Guerilla Girls, Guillermo Gómez-Peña, James Luna, Adrian Piper, and The Yes Men. However, despite a handful of studies of public pedagogy as a means of resistance (e.g., Martin, 2005), much work in the area of
□critical public

~~□Mixing Pop (Culture) and Politics□: Cultural Resistance ...~~

(Felicity J. Colman, Professor of Film and Media Arts, Manchester Metropolitan University) By

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In: Anna Hickey Moody and Tara Page, eds. Arts, Pedagogy and Cultural Resistance: New Materialisms. London: Rowman and Littlefield, pp. 1-20. ISBN 9781783484867 . Kipling, Amanda and Hickey-Moody, Anna Catherine. 2015. The Practice of Dorothy Heathcote as a Pedagogy of Resistance. In: Anna Hickey Moody and Tara Page, eds. Arts, Pedagogy and ...

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Where are you from? This question often refers to someone's birthplace, childhood home or a place that holds significance. The location that is offered in response to this question is more than a means of orientation; it is a lived place that has complex meanings that identify, are learned and made. Yet, the significance of place to our lives is often overlooked. It is key to understanding who we are and how we are, both individually and collectively. Through embodied and material practice research, underpinned with theories of new materialism, Tara Page enables us to learn and understand how our ways of knowing, making and learning place are entangled with embodied and material pedagogies. She shows how our bodily engagements in and with the material world are intra-actions of the who, with the where. The creative and multi-dimensional approach of this book, with links to photographs-creative practices to be read with the text, brings together the global with the local, practice with theory and demonstrates the complex pedagogy between bodies, places and everyday social relations of power. Page reveals that placemaking is the very experiential fact of our existence but is also a necessary one.

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"The handbook is heavy on methods chapters in different genres. There are chapters on actual methods that include methodological instruction and examples. There is also ample attention given to practical issues including evaluation, writing, ethics and publishing. With respect to writing style, contributors have made their chapters reader-friendly by limiting their use of jargon, providing methodological instruction when appropriate, and offering robust research examples from their own work and/or others"--

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Transforming Sport and Physical Cultures through Feminist Knowledges contributes new perspectives on the entanglement of digital and physical cultures, more-than-human relations, post and decolonial ways of knowing, and how onto-epistemologies of sport come to matter. These perspectives are explored through a diverse array of topics, including, the embodiment of netball through Feminist Physical Cultural Studies; pregnant embodiment and implications of the postgenomic turn; posthumanist perspectives on women's negotiation of affective body work and an autoethnographic account of how masculinity materialises through football; the mediation of gendered subjectivity through the digital-physical cultures of cycling; as well as how decolonial and postcolonial approaches identify the gendered and racialised relations of power in sport for development and football campaigns aimed at women's empowerment. The thread that connects these chapters is the "doing" of feminism as a generative knowledge practice that can transform ways of imagining, knowing, and affecting more equitable futures. This feminist collection contributes to the movement of ideas and transformation of knowledge within and across sport and physical cultures. Authors explore the power relations implicated in the gendered formation of physical cultures (across leisure, sport, the arts, tourism, well-being, and various embodied practices) from a range of disciplinary perspectives and theory-method approaches. The chapters in this book were originally published as a special issue of Leisure Sciences.

Examines performance art and the powerful implications it holds for teaching in the schools.

Why are educators and their profession the focus of so much film and theatre? Diane Conrad

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and Monica Prendergast bring together scholars and practitioners in education, examining dramatic portrayals of teachers and teaching to answer this very question. Films such as *Freedom Writers*, *Bad Teacher* and *School of Rock*, to name a few, intentionally or inadvertently comment on education and influence the opinions and, ultimately, the experiences of anyone who has taught or been taught. The chapters gathered in this collection critique the Hollywood 'good teacher' repertoire, delve into satiric parodies and alternative representations and explore issues through analyses of independent and popular films and plays from around the world. By examining teacher-student relationships, institutional cultures, societal influences and much more, *Teachers and Teaching on Stage and on Screen* addresses these media's varied fascinations with the educator like no collection before it.

The *Handbook of Cultural Studies in Education* brings together interdisciplinary voices to ask critical questions about the meanings of diverse forms of cultural studies and the ways in which it can enrich both education scholarship and practice. Examining multiple forms, mechanisms, and actors of resistance in cultural studies, it seeks to bridge the gap between theory and practice by examining the theme of resistance in multiple fields and contested spaces from a holistic multi-dimensional perspective converging insights from leading scholars, practitioners, and community activists. Particular focus is paid to the practical role and impact of these converging fields in challenging, rupturing, subverting, and changing the dominant socio-economic, political, and cultural forces that work to maintain injustice and inequity in various educational contexts. With contributions from international scholars, this handbook serves as a key transdisciplinary resource for scholars and students interested in how and in what forms

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Cultural Studies can be applied to education.

This edited book gathers seven established art educators-educator artists who address art education from the philosophical position of Deleuze and Guattari. This book raises questions as to where the future of art and its education might be heading if the focus on art was to be repositioned along Deleuze and Guattari's philosophy of immanence. The chapters are speculative as they query what is "thinking" in the art process. There is an attempt to project other forms of what art can "do," and the curriculum that can emerge when a student-centered problematic is explored along such lines.

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