

Pun(k) Deconstruction

Experifigural Writings in Art&Art Education



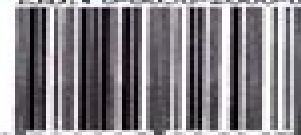
In *Pun(k) Deconstruction: Experimental Writings in Art&Art Education and Postmodern Dilemmas: Outrageous Essays in Art&Art Education*, Jan Jagodzinski presents a series of essays covering a timespan of approximately 10 years. These essays chart the theory and practice of art&art education as it relates to issues of postmodernity and poststructuralism concerning representation, identity politics, consumerism, postmodern architecture, ecology, phallocentrism of the artistic canon, pluriculturalism, media & technology, and AIDS.

As a former editor of *The Journal of Social Theory in Art Education* and a founding member for the Caucus on Social Theory in Art Education, the author attempts to deconstruct the current art education paradigm, which is largely based on modernist tenets, and to reorient art education practice to social issues as developed in both media education and cultural studies. Part of the intent in these two volumes is to undertake a sustained critique of the 1982 *Art in the Mainstream* (A.I.M.) statement, which continues to be considered as the core values for art education. The distinct intention of this critique is to put forward a new value base for art &art education in the these post-modern times.

Many of the essays raise the need to be attentive to sex/gender issues in art&art education and the need to read the artistic discourse "otherwise." There is a sustained critique of the art programs developed by Getty Center for the Arts, whose arts curriculum presents the paradigm case of late modernist thinking. Some essays are written in a provocative form, which tries to accommodate such content. This is particularly the case in Volume 2, where architectural discourse is deconstructed, and which includes an "artistic performance" given by the author in 1987.

This singular set of volumes combines scholarship in the areas of gender studies, aesthetics, art history, art education, poststructuralism, and cultural studies in a unique blend of theory and practice for rethinking the field of art education.

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Punk Deconstruction Experifigural Writings In Art And Art Education

j. jagodzinski



Punk Deconstruction Experifigural Writings In Art And Art Education:

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by the Getty Center for the Arts whose arts curriculum presents the paradigm case of late modernist thinking Some essays are written in a provocative form that tries to accommodate such content This is particularly the case in Punk Deconstruction where architectural discourse is deconstructed and which includes an artistic performance given by the author in 1987 This singular set of volumes combines scholarship in the areas of gender studies aesthetics art history art education poststructuralism and cultural studies in a unique blend of theory and practice for rethinking the field of art education

Music in Youth Culture j. jagodzinski, 2005-08-19 Music in Youth Culture examines the fantasies of post Oedipal youth cultures as displayed on the landscape of popular music from a post Lacanian perspective Jan Jagodzinski an expert on Lacan psychoanalysis and education's relationship to media maintains that a new set of signifiers is required to grasp the sliding signification of contemporary youth He discusses topics such as the figurality of noise the perversions of the music scene by boyz bois boys and the hysterization of it by gurlz girls grrrls Music in Youth Culture also examines the postmodern fan addict techno music and pop music icons Jagodzinski raises the Lacanian question of an ethics of the Real and asks educators to re-examine youth culture

Punk, Art and Education Cheryl Theresa Harrison, 1990 What Punk Taught Me Gregory Blair, Jason Swift, 2025-07-22 From personal anecdotes to philosophical inquiries What Punk Taught Me gathers essays from fifteen different contributors whose lives have all been touched upon by punk culture in some meaningful way Many years after hearing their first blast of distorted punk guitar as a youth or teenagers these individuals like so many others have come to realize later in life that their experience of punk has provided them with an incredibly valuable tutelage in becoming an artist writer educator or overall human being For these contributors the experience of punk has been the source of community and ethics philosophy and aesthetics or even an attitude and identity This anthology explores how various individuals have connected with punk in a variety of distinctive ways through music venues fashion art writing activism collecting culture rebellion subversion or DIY projects These essays document the lessons of punk bringing together people from a wide array of backgrounds Each of them shares their own unique story of what punk has taught them how those experiences have been formative in their lives and how punk has supported their personal and professional development These narratives serve as a reflection on the myriad influences of punk as a methodology a philosophy an ontology an aesthetic a strategy a cultural phenomenon or a worldview The culmination of this collection provides a deeper understanding of the individualized and personal influences of punk but also the wider arch and overall legacy of punk culture Through this analysis an explicit correlation is drawn between the world of punk the educations it provides and the ripples of its wider socio-cultural impact

Text, Discourse, Deconstruction and an Exploration of Self Jane S. Gooding Brown, 1997 With the development of disciplined based art education we need to have a way to unpack and repack through techniques of postmodern critical activity interpretations of meanings in art texts in such a way as to understand and expand upon concepts of self and difference In this study I have investigated the problem of a postmodern perspective for

interrogating interpretations of meanings in art texts Such a perspective uses poststructuralist approaches to interpretation and meaning in order to disrupt modernist assumptions of fixed meaning in art texts I believe that the consequences of such a perspective ultimately lead to an understanding of how interpretations of meanings have been socially and historically constructed by discursive practices and how the experience of interpretation contributes to an exploration of self and identity This study has been framed by the different theoretical positions of the French post structuralists Michel Foucault and Jacques Derrida As the concept of discursive positioning in constituting interpretation is important in this study Foucault s understanding of discourses and the self has been examined As deconstruction as critical activity is also important Derrida s writing has been examined in order to develop strategies of text deconstruction The resulting poststructuralist perspectives have been used in the methodology of the research problem They have also been used to develop a postmodern disruptive model which allows for the interpretations of meanings in art texts to be understood as discursive practices In understanding discursive practices students may see their own shifting positions in discourses and understand how those positionalities constitute and condition their interpretations of the world This has important implications for multicultural concepts in art education The empowering of students by the personal construction and understanding of aesthetic knowledge and knowledge of self allows for greater expansion of interpretations critical thinking multicultural thinking and innovative risk taking in their everyday experiences The implications of subjectivity and understanding of self for critical art theory and critical thinking at the senior school level are significant If students are able to understand and recognize their own and other s positioning in particular and different discourses they can examine their own interpretations through their relationship with the discourses embedded in art texts By deconstructing the discourses in art texts and positioning themselves in those discourses students can begin to see their selves in the world as social beings and see how they link with others Their interpretations of meanings in all art texts and of the world become richer and more numerous Students in understanding how different positionalities in different discourses interconnect and interact may also critically think about programs in art education such as multiculturalism which could become as a whole irrelevant in their postmodern worldview

What Punk Taught Me Gregory Blair,Jason Swift,2025-06-24 From personal anecdotes to philosophical inquiries What Punk Taught Me gathers essays from fifteen different contributors whose lives have all been touched upon by punk culture in some meaningful way Many years after hearing their first blast of distorted punk guitar as a youth or teenagers these individuals like so many others have come to realize later in life that their experience of punk has provided them with an incredibly valuable tutelage in becoming an artist writer educator or overall human being For these contributors the experience of punk has been the source of community and ethics philosophy and aesthetics or even an attitude and identity This anthology explores how various individuals have connected with punk in a variety of distinctive ways through music venues fashion art writing activism collecting culture rebellion subversion or DIY projects These essays document the lessons

of punk bringing together people from a wide array of backgrounds Each of them shares their own unique story of what punk has taught them how those experiences have been formative in their lives and how punk has supported their personal and professional development These narratives serve as a reflection on the myriad influences of punk as a methodology a philosophy an ontology an aesthetic a strategy a cultural phenomenon or a worldview The culmination of this collection provides a deeper understanding of the individualized and personal influences of punk but also the wider arch and overall legacy of punk culture Through this analysis an explicit correlation is drawn between the world of punk the educations it provides and the ripples of its wider socio cultural impact *The Art of Punk* Russell Bestley,Alex Ogg,Dennis Loren,2012 This is the first ever comprehensive review of punk art design ever published DIY Punk as Education Rebekah Cordova,2016-11-01 Punk music and community have been a piece of United States culture since the early 1970s Although varied scholarship on Punk exists in a variety of disciplines the educative aspect of Punk engagement specifically the Do It Yourself DIY ethos has yet to be fully explored by the Education discipline This study attempts to elucidate the experiences of adults who describe their engagement with Punk as educative To better know this experience is to also better understand the ways in which Punk engagement impacts learner selfconcept and learning development Phenomenological in depth interviewing of six adult participants located in Los Angeles California and Gainesville Florida informs the creation of narrative data once interpreted reveals education journeys that contain mis educative experiences educative experiences and ultimately educative healing experiences Using Public Pedagogy Social Learning Theory and Self Directed Learning Development as foundational constructs this work aims to contribute to scholarship that brings learning contexts in from the margins of education rhetoric and into the center of analysis by better understanding and uncovering the essence of the learning experience outside of school Additionally it broadens the understanding of Punk engagement in an attempt to have an increased nuanced perspective of the independent learning that may be perceived as more educative than any formal attempt within our school systems Text, Discourse, Deconstruction and an Exploration of Self Jane Susan Gooding Brown,2001

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