

BECOMING SUBJECTIVITIES:
ACADEMIC WOMEN IN ART EDUCATION

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Abstract

Three related but unique studies explore the identity and subjectivity of academic art educators. The researcher investigates subjectivity, as an evolution of tensions, without being beholden to tradition by using thinking with theory as a methodology for data and visual analysis. By working within and against the established structures of academe, art educators engage in a process of becoming. This research illuminates becoming while (a) disrupting the normative identity categories of women postsecondary art educators, (b) discovering the materialization of discourse when (re)visiting an exhibition on the topic of artist/researcher/teacher identities, and (c) deconstructing the corporal truths regarding two matriarchs of art education. These studies advance academic scholarship while addressing equity in pK-20 curricula and programs with implications for producing justice in classrooms, artmaking, and among disciplines.