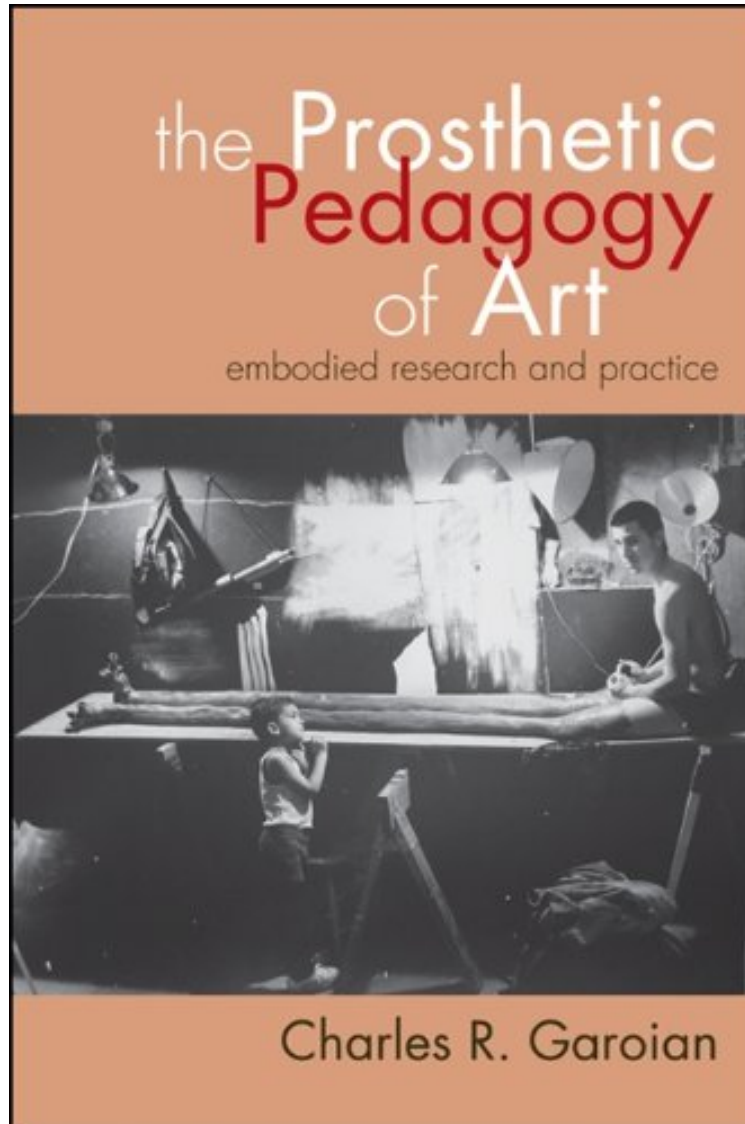


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The Prosthetic Pedagogy of Art: Embodied Research and Practice

Charles R. Garoian

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Charles R. Garoian : The Prosthetic Pedagogy of Art: Embodied Research and Practice before purchasing it in order to gauge whether or not it would be worth my time, and all praised The Prosthetic Pedagogy of Art: Embodied Research and Practice:

Uses autobiographical and cultural narratives related to art research and practice to explore, experiment, and improvise multiple correspondences between and among learners'squo; own lived experiences and understandings, and those of others. By beginning each chapter of The Prosthetic Pedagogy of Art with an autobiographical assemblage of personal

memory and cultural history, Charles R. Garoian creates a differential, prosthetic space. Within these spaces are the particularities of his own lived experiences as an artist and educator, as well as those of the artists, educators, critics, historians, and theorists whose research and creative scholarship he invokes—coexisting and coextending in manifold ways. Garoian suggests that a contiguous positioning of differential narratives within the space of art research and practice constitutes prosthetic pedagogy, enabling learners to explore, experiment, and improvise multiple correspondences between and among their own lived experiences and understandings, and those of others. Such robust relationality of cultural differences and peculiarities brings about interminable newness to learners' understanding of the other, which challenges the intellectual closure, reductionism, and immutability of academic, institutional, and corporate power. "To open oneself to the possibilities of a work is precisely the position that one needs to take with Garoian's *The Prosthetic Pedagogy of Art*. It is a rich, complex, and demanding book that has the potential to take its readers to places where other thinking practices become possible ... [it] is a provocative piece of work—a seductive foray into the complexity and beauty of thought—that combines autobiographical, analytical, and speculative writing from one of the most important thinkers in our field at the present time." — *Studies in Art Education*

Charles R. Garoian is Professor of Art Education at Penn State University. He is the author of *Performing Pedagogy: Toward an Art of Politics* and the coauthor (with Yvonne M. Gaudelius) of *Spectacle Pedagogy: Art, Politics, and Visual Culture*, both also published by SUNY Press.

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