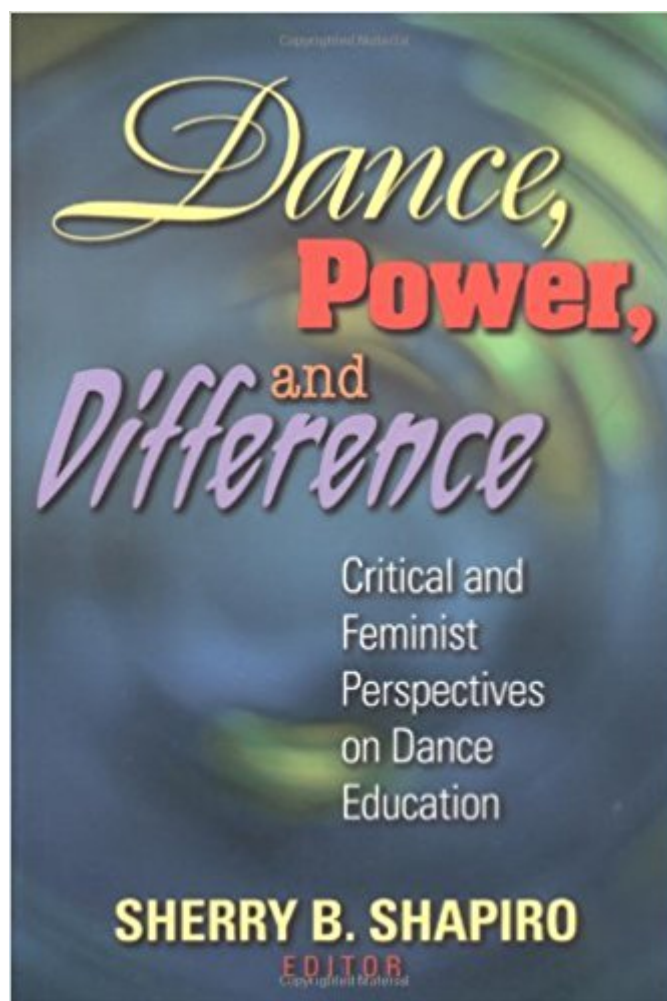


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Dance, Power, And Difference: Critical And Feminist Perspectives On Dance Education



Synopsis

" In *Dance, Power, and Difference*, eight leading dance educators from around the world examine the fundamental values and goals of dance and dance education. Using a variety of approaches-including general critique, case studies, and personal histories-*Dance, Power, and Difference* provides a foundation for reconstructing dance education in light of critical, social, and cultural concerns. This is not an answer book, however. It is a thought-provoking book that encourages readers to question traditional practices and develop a personal philosophy that is both critical and feminist. *Dance, Power, and Difference* seeks to transform the way readers think about dance-not only regarding how it is taught, researched, and critiqued, but also in terms of its purpose and aims. The contributors link dance to themes of human emancipation, multicultural awareness, and gender awareness, prompting readers to contemplate questions like these:- How do we think of and value "the body" in dance?- What cultural values, if any, should we impart to our students?- What changes might a feminist-oriented pedagogy for dance stimulate?- How should we prepare ourselves to work with students from cultures that are different from our own?- Should we perpetuate old teaching methods?Part I introduces the reader to foundational questions concerning curriculum, pedagogy, and research. Part II presents personal stories that place these questions in the context of specific situations. Part III discusses the role of dance within the broader political and social arena. Each chapter includes an abstract, critical reflections, questions to spur class discussion and individual thought, and references. "

Book Information

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Customer Reviews

Sherry B. Shapiro has been a professor of dance education at Meredith College in Raleigh, North Carolina, since 1989 and is the coordinator of Meredith's dance education program. She pioneered the development of a critical pedagogy of dance that integrates dance with critical and feminist approaches toward education. She has also taught dance at all levels, choreographed extensively with diverse groups, and performed modern dance for more than two decades. A member of dance and the Child international (daCi), Shapiro chaired the steering committee for the formation of the U.S. chapter of daCi in 1995-96. She is also a member of the National Dance Association and the Congress on Research in Dance. She has written a book, *Pedagogy and the Politics of the Body: A Critical Praxis* (Garland), published in the fall of 1998, as well as numerous articles for professional journals, both national and international. Shapiro earned her doctorate in cultural studies from the University of North Carolina at Greensboro.

What is the role of dance in society? How do the style of teaching and content of a dance class effect students? What are dance educators teaching beyond technique? What should dance educators be teaching? These questions and more are explored in this collection of writings from eight dance educators from around the world. In these provocative writings the traditional ideologies of dance teaching and the purpose of dance in society are deconstructed, and critically examined. Through case studies, personal histories, and critical analysis the authors question traditional authoritarian dance teaching styles and values. All of the writings included are well written, and offer insight into critical and feminist pedagogical thought, and it's application in a dance class. Many borrow ideas directly from the writings of Paulo Friere on critical thought and analysis. The articles are informative, and thought provoking, raising questions on the value of art and the artist within the arts in society in general, and the value of education, not just dance education but education overall. It is a book that should be read by all dance and arts educators, at every level of education.

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