



## Shifting Pedagogies

The academy, the gallery, the art school - significant art historical movements have emerged within, around and against these sites marked either by tradition or transformation. Take the Bauhaus, Nova Scotia School of Art and Design (NSCAD), or the Académie des Beaux-Arts: these institutions demarcate important shifts in pedagogy that spoke to larger socio-political crises. Today, for example, the university system in general and the art school in particular face ever-increasing duress as the cost of tuition soars and faculty positions dwindle. Heeding this crisis and faced with the need to adapt, institutional sites have created new digital platforms including Massive Open Online Courses (MOOCs) that take education beyond university walls and impact the 20<sup>th</sup>-century liberal arts education model. These changes affect contemporary praxis and generate questions that examine how alternative pedagogies challenge institutions and audiences, leading to a reconsideration of the potential for art to contest and/or grapple with hegemonic shifts in educational ideology.

Considering the importance of pedagogy for contemporary and historical art discourse and practice, the 37<sup>th</sup> University of British Columbia Art History, Visual Art and Theory (AHVA) Graduate Symposium seeks to examine the rapport between art praxis, pedagogy, and the institution.

Presentations may respond to a range of topics and issues, such as:

- Dissenting groups and reactions to the academic and/or museological institution
- Alternative sites of pedagogy
- Pedagogy within religious institutions: art practice in the Reformation and Counter-Reformation
- Role of the academy in art production
- New theories and/or activism in pedagogical praxis
- Arts administration and the emergence of museum education
- The socio-political import of art schools and their relation to moments of crisis
- Globalization and pedagogy
- Informal skill sharing as teaching model: ‘zines, craft, applied arts, electronic platforms, and other forms of technological and/or DIY dissemination
- Histories of oppression, colonialization, and the school

The AHVA Graduate Symposium organizing committee invites proposals for papers that address these and related issues from emerging scholars and practitioners from across the humanities and social sciences. Current and recently graduated Master of Arts, Masters of Fine Arts, Doctoral and Post Doctoral scholars are encouraged to submit an abstract of no more than 300 words by **November 29, 2013**. Please include your full name, affiliation and contact information and send your abstract to [ahva.gradsymp@gmail.com](mailto:ahva.gradsymp@gmail.com). Papers must not exceed 12 pages in length.

The 37th Annual AHVA Graduate Symposium includes a two-day symposium on **March 14 and 15, 2014**, and a concurrent exhibition, dates to be confirmed. For more information please visit: <http://www.ahva.ubc.ca>.