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Patricia M. Amburry is an Associate Professor of Art Education at the Pennsylvania State University. Her research interests include visual culture and the history of art education. She has published articles and reviews in Art Education, Studies in Art Education, History of Education Quarterly, and other professional journals. She has written chapters on the history of art education and historical research for the Handbook of Research and Policy in Art Education (in press), Women Art Educators V: Conversations across Time (2003), and Framing the Past: Essays on Art Education (1990). She co-edited a book on the foundations of education, Readings in American Public Schooling (1980) and conference proceedings on the history of art education, The History of Art Education: Proceedings from the Second Penn State Conference, 1989 (1992). She has given numerous presentations on the history and philosophy of art education at state, national, and international conferences.

Jin-Shiow Chen is an associate professor of art education in the department of Fine Arts at the National Chia Yi University, Taiwan. She is also an active artist in the world of Taiwan’s contemporary art. Both her research and art creation are focused on searching for the substantial quality and potential power of the invisible, the irrational, the inferior, the feminine, and the yin.

Laura Felleman Fattal is the Supervisor of Visual and Performing Arts in Plainfield, New Jersey, a school district with 8,800 minority students. She provides Professional Development to the 44 arts teachers, supervises classroom instruction and participates fully in the planning and implementation of teaching and learning in the department of Curriculum and Instruction. Dr. Fattal was the curator of education for several years at the Zimmerli Art Museum, a part of Rutgers, The State University of New Jersey in New Brunswick. She was part of the curatorial team that selected and interpreted exhibitions for university students and the general public. Dr. Fattal has been involved in museum work for over eighteen years as an exhibition assistant, independent curator and visiting lecturer, and has contributed articles to numerous art education and art history journals. She is the co-editor of the anthology Out of Context: American Artists Abroad (Greenwood Press, 2004). Laura Fattal received her doctorate in Education from the University of Texas in Austin in 1984; she holds teaching certificates in Pennsylvania, New Jersey and New York.
Norm Friesen has been working in the area of instructional Web development and information management at the University of Alberta and Athabasca University since 1997. His academic credentials include a PhD in Education from the University of Alberta, a Master's degree in Library and Information Studies from the University of Alberta, and a Masters in German Literature from the Johns Hopkins University.

David Gall joined California State University's Art Department as Assistant Professor of Art Education in 2002. A Fulbright scholarship allowed him to earn his Ph.D from Penn State University in 1996. Born in Barbados he studied in India where, as a recipient of a Government of India scholarship, he completed BFA and MFA programs majoring in painting, the former at the Visva Bharati University - founded by the first non-Western Nobel Prize poet Rabindranath Tagore, the latter at the Maharaja Sahajirao University of Baroda. As a practicing artist, his work has been included in shows of Caribbean Art, notably the 1996-97 Caribbean Visions an exhibition of Caribbean Art which toured the U.S, and in 1991 L'Espace Carpe, Caribbean Art exhibition in France. As an educator his interest are in multicultural and related issues, educational philosophy, and curriculum theory. In Barbados he was a founding member of AICA Southern Caribbean and has published articles delivered at conferences held by that body. He has also published articles on Barbadian art and artists.

Charles Garoian is Director of the School of Visual Arts and Professor of Art Education at Penn State University. His scholarly articles are featured in theoretical journals on art and education and his book Performing Pedagogy: Toward an Art of Politics (1999) is a publication of the State University of New York Press. A performance artist, he has performed, lectured, and presented workshops nationally and internationally. He and colleague Yvonne Gaudelius co-organized Performatve Sites: Intersecting Art, Technology, and the Body, an international symposium, which was held at Penn State in October 2000. The symposium examined the pedagogical implications of performance artists' works that use mechanical and electronic technologies to expose, critique, and intervene in technological culture and its impact on the human body and identity.

Yvonne Gaudelius is Associate Dean for Undergraduate Studies and Outreach and an Associate Professor of Art Education and Women Studies whose current research focuses on the ways in which discourses of the body are mediated through various artistic and technological practices. Her writings include the co-edited book Contemporary Issues in Art Education (2002) and articles in journals such as Studies in Education, Journal of Social Theory in Art Education, The Pennsylvania Art Educator, and the Canadian Review of Art Education and chapters in several books.

Jan Jagodzinski is a professor of visual art and media, University of Alberta, Dept. of Secondary Education, Canada. Primary interests are theoretical with a focus on Lacanian psychoanalysis. He is on the advisory council of the several journals in education and psychoanalysis (Journal of Curriculum Theorizing, Psychoanalysis, Culture & Society, Journal for Lacanian Studies). Book credits include The Anamorphic Iti (Duval, 1996); Postmodern Dilemmas (Erlbaum, 1997); Pun(k) Deconstruction (Erlbaum, 1997); Pedagogical Desire (ed.) (Bergin & Gavrin, 2002); Youth Fantasies (Palgrave, forthcoming); The Oral Eye (Hampstead, forthcoming); Musical Youth Fantasies (Palgrave, forthcoming); Youth Television (Palgrave, forthcoming).

Donalyn Heise is an Assistant Professor of Art Education at the University of Nebraska at Omaha, and Director for the UNO Center for Innovation in Arts Education. Current research interests include art integration, the role of the arts in a democracy, social perspectives in arts education and art and technology integration. She is the President for the Nebraska Art Teacher's Association (NATA) and serves as representative for the Electronic Media Interest Group of the National Art Education Association, and in 1997 was awarded the NATA Art Supervisor/Administrator of the Year. Dr. Heise has designed, developed and implemented professional development programs nationwide, and K-16 art-based collaborative projects. She coordinated ConferNet, one of the nation's first K-12 academic, art-based virtual conferences, which focused on the art of posters. She designed and maintains ARTnet, an online educational system for arts education, and has been involved with coordinating and developing the content for the Prairie Visions Consortium. She is currently working with Arts4Learning, a national web dissemination project to provide a distributed system for best practices in arts integration. Dr. Heise designed, developed, implemented and evaluated online courses using various delivery systems for Information Media Literacy programs, teacher education programs, and foreign language education in K12 schools. Recent publications include articles in Art Education, Journal of Online Learning, Journal of Social Theory in Art Education, and various arts agency newsletters. Recent exhibitions include 2-D work in the Spiritual III International Juried Exhibition, Period Gallery; and a social action digital sculpture in the UNO Faculty Exhibition, 2001; and the All-Media International Juried Exhibition, 2001, and the J Doe Public Sculpture project.
Karen Keifer-Boyd, Ph.D., is an Associate Professor of Art Education at The Pennsylvania State University. Her research focuses on strategies for teaching critical inquiry and creative approaches with dynamic/interactive technologies. Engaged in feminist methodologies she creates virtual spaces, such as CyberFeminist House, to problematize representation, identity, and display for personal and societal transformative possibilities. Her writings on feminist pedagogy, interpreting visual culture, politics of display, virtual museums, ecofeminist art, community-based art, inclusion practices, cyberart, and uses of technology for multivocal art interpretations have appeared in publications such as *Studies in Art Education, Journal of Social Theory in Art Education, Journal of Art Education, Art and Academe*, and as chapters in several books. Her multimedia publication on Judy Chicago’s feminist pedagogy is at <http://www.judychicago.com/pedagogy>. Her lecture for the Envisioning the Future Lecture Series, *Globalization, Art, & the Future*, at the Pomona Arts Colony, California is video streamed at <http://www.envisioningthefuture.org/>. She co-edited *Real-World Readings in Art Education: Things Your Professors Never Told You* (2000, Falmer), served as *Journal of Social Theory in Art Education* editor, and is a guest editor for *Visual Arts Research*.

Wanda B. Knight is an Assistant Professor of Art Education at the Pennsylvania State University. Her research interests include visual culture and issues of diversity as related to schools and schooling. Focusing on program evaluation and preparing preservice teachers to teach diverse student populations, she has presented at numerous regional, state, national, and international conferences to include the National Art Education Association, the International Society of Education Through Art and the College Art Association. Her most recent publication (2003), *Using Contemporary Art to Challenge Cultural Values, Beliefs and Assumptions*, invites art educators to critically look at themselves as social beings, while confronting the taken for granted assumptions they hold about the students they teach.

Marjorie Cohee Manifold’s research interests have focused upon the aesthetic experiences and art-making expressions of people from ordinary walks of life. Early investigations looked at the aesthetic responses of women’s grief, the expressions of craftpersons in an urban-Appalachian community, and the aesthetic attitudes and artistic creations of folk artists and craftpersons of a rural midwestern community. Her present studies of youth as artmakers and creators of culture continue this vein of inquiry. She has published articles on these topics of interest in anthologies and journals, including *Women’s Art Educators issues IV and V, Art Education, and The Journal of Visual Arts Research*. Before accepting a position as Assistant Professor of Art Education at Indiana University, Bloomington, Dr. Manifold served on the faculty at Virginia Commonwealth University in Richmond.

Robert Nellis is a Provisional Ph.D. Candidate in the Department of Secondary Education, University of Alberta, Canada. He works in the area of Media Education.

Katie Miller Roberts has a bachelor of arts in art history from Princeton University and a Masters in art education with a focus in art education from the University of Houston. Currently, she is a practicing artist and part-time art educator in Napa, California.

Mary Stokrocki is Professor of Art Education, Arizona State University. She is Vice-President and World Counselor 1997-present of InSEA [The International Society for Education Through Art]. She is the President of [USSEA] the United States Society for Education through Art, Executive Secretary, Webmaster (1994-present); NAEA Professional Review Committee (1990-1993); 1983-84 NAEA Higher Education Representative for OAEA in which she hosted two Leadership Conferences in Ohio; 1992-94 NAEA Higher Education Representative for the AAEA in Arizona. Author of 7 books, over 18 NAEA book chapters, 11 major grants, 6 national consultations, and over 90 juried articles, and over 65 juried and invited national and international conference presentations. Her Editorial Review Board credits include: 1987-present *Journal of Multicultural and Cross-cultural Research in Art Education, 1990-present Visual Arts Research; 2003 Co-Editor of Waves, Eddies, and Currents in Art Education (SRAE), 1995*. Her qualitative research focuses on the secondary level and multicultural teaching in the inner-city Cleveland; Rotterdam, Holland; Ankara, Turkey; Sao Paulo, Brazil; Warsaw, Poland; and the Yaqui, Ak-Chin, Apache and Navajo Reservations in Arizona. Her website is http://www.public.asu.edu/~ifmls.

Robert Sweeney is an art educator and PhD student at The Pennsylvania State University. He is currently completing his dissertation, which deals with the relationship between various classroom structures and complex network systems. The main focus of this research is studying and implementing critical approaches in art classrooms based on attributes of the Internet that are used to challenge notions of authorship, the authenticity of the art object, and institutional authority.