CRITICALLY CONSCIOUS CURATION AND THE ROLE OF ARTS-BASED RESEARCH IN A CURRICULUM OF CARE

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This dissertation is intended to help illustrate art’s role as a lens to examine and confront issues of power while encouraging empathy and care as they apply to the field of curation and arts-based research and pedagogy through the lens of critically conscious curation. This lens provides a method for developing exhibition content and associated programming within critical social frameworks that reflect the accountability of curators, educators, and art professionals for the pedagogical context of their work and existing power dynamics that manifest through the process. Topics include defining the tenets of critically conscious curation in regard to the role of agency within arts-based research and praxis and the responsibility of arts educators in developing a curriculum of care. This is explored primarily through a series of auto-ethnographic articles that use critical frameworks to define my roles and experiences as a museum curator, professional artist, and arts-educator.

Keywords: Critically conscious curation, curriculum of care, visual literacy, dialogical learning, aesthetic engagement, museum pedagogy, arts-based research, object-based pedagogy.