Disability Aesthetics: A Pedagogy for Teaching A Revisionist Art History

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I have been fortunate to teach Formations of Modern Art: Disability in Modern Art at the University of California San Diego (Summer 2016), and The Politics of Disability Aesthetics in Visual Culture at the University of California Los Angeles (Fall 2016). In both cases, I used Tobin Siebers' iconic book, Disability Aesthetics, as the primary source textbook in which to give students a grounding in the understanding of aesthetics from a disability perspective. This keynote will showcase how Siebers' important concept has been utilized in my teaching in order to re-shape the way that canonical art history is told, using these two courses as my case studies. What I aim to demonstrate is how students very understanding of "art" were radicalized using this approach, where I articulate some of the outcomes that were achieved.

Bio:

Amanda Cachia received her PhD in Art History, Theory & Criticism at the University of California, San Diego in Spring, 2017, and is an independent curator and critic from Sydney, Australia. She is also the first full-time Assistant Professor of Art History at Moreno Valley College in the Riverside Community College District in Southern California. Her research focuses on modern and contemporary art; curatorial studies; disability studies; performance, choreography and politics; activist art and museum access; feminist and queer theory; and phenomenology. Her dissertation, "Raw Sense: Choreography, Disability, Politics," analyzes the work of eight contemporary artists who create radical interventions in public space by virtue of non-normative body actions, and traces a genealogy for this work through avant-garde art movements from the 1960s and 1970s to offer an expanded narrative on performance, minimalism and Fluxus from a disabled perspective. She was a 2016 Yale University Sarah Pettit Doctoral Fellow and was the recipient of the Irving K. Zola Award for Emerging Scholars in Disability Studies, issued by the Society for Disability Studies (SDS) in 2014.