Publications


Other Publications

* Barber, Susan. (2008). “‘Coming of Age’ as a Teacher: The Role of Fiction in Teacher Education” Conference proceedings from Language and Literacy Conference, University of Victoria.


My interest in art and education, how they occur together, and specifically, how
ean object of art educates, led me to pursue how my particular art form, fiction,
could “show” what this means. Studying theory has sparked my desire to enter
into the process of artistic creation with a heightened awareness of the ideas and
issues in arts education. Writing fiction is a personal passion and I am drawn by
the ancient educational activity of storytelling, how it shapes emotional
responses and uses sensuous language for a more holistic learning experience. I
strongly believe that art enables us to learn in ways not available through other
means.

This dissertation is comprised of three sections – a Prologue; a novel, *A Story for my Teacher*; and an Epilogue – that endeavour to bring together theory, practice, the world of the novel and the artistic process in art making to defend the value of learning through literature. The Prologue discusses my objectives, limitations, problems and purposes in writing the dissertation in this manner and gives an overview of why in education reading and writing novels is a worthwhile mode of learning. The novel explores parallel lives of an at-risk youth who develops a moral sense through the influence of a teacher, and the new teacher herself who struggles to adapt to the students, teachers and parents’ expectations in a rural school. The philosophical argument in the Epilogue attempts to defend why learning through literature is one of the best ways to fulfill what ought to be the most important educational goal, learning what it is to be human. The ideas of philosophers such as Plato, Aristotle, Kant, Murdoch and Nussbaum are examined, especially in terms of how the arts can stimulate thought, emotion, moral deliberation, artistic judgment and appreciation. My intention in this dissertation is to show that art is not a diversion or side issue; it is one of the most educational of all human activities and a place in which the nature of morality can be seen and felt.

**Awards**

2010 – 2013  NSERC Grant
2009 – 2004  Graduate Fellowship, Simon Fraser University
2005  President’s Research Stipend, Simon Fraser University
2003 – 2004  Graduate SSHRC Canada Graduate Scholarship Masters

**Academic Record**

**Doctor of Philosophy** – Arts Education, Simon Fraser University

**Dissertation** – *A Story For My Teacher: A Novel and Its Educational and Philosophical Critique*

**Master of Arts** – Arts Education, Simon Fraser University

**Thesis** – *The Immediacy of Writing: Why Literature Matters More To Students Who Are Creative Writers*

**Bachelor of Arts** – Chemistry and Biology, English Minor, State University of New York

**Conferences**

2009  Barber, Susan. *Taxing the Imagination: Is there a limit to learning through literature when students are asked to identify with diverse characters?* IERG, Vancouver.
2006  Barber, Susan. *Aesthetics or Literary Theory: How Shall We Teach Literature Today?* Presented at the Multiple Perspectives of Language and Literacy Conference, University of Victoria.
2006  Barber, Susan. *Languages of Learning in the Drama Classroom.* Presented at WestCAST, Vancouver.
2005  Barber, Susan. *Being the Playwright, Being the Actor: Aesthetics and Identity in Drama Education.* Graduate Symposium, SFU.
2004  Barber, Susan. *Image and Story: How the Arts Embrace the Ineffable.* Graduate Symposium, SFU.
2004  Barber, Susan. *Imagination in Teaching and Writing.* IERG, Vancouver.
2003  Barber, Susan. *The Writer and Society.* Graduate Symposium, SFU.