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This issue is dedicated to Dr. Sheryl Murphy-Manley

**To Wipe All Tears from Our Eyes:  
Devised Pedagogy and  
Practice-Based Research in the Teaching of History**

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**Abstract**

To Wipe All Tears from Our Eyes is an original movement and sound composition, Devised collaboratively by a team of faculty and student artists from Texas Tech and Texas State universities during an intensive Study Abroad workshop and academic course at the University of Bedfordshire in Summer 2017. Emphasizing creative reflection upon the experience of two early 20th-century dance duos (Vernon & Irene Castle, Ruth St Denis and Ted Shawn, and colleagues James Reese Europe and Elisabeth Marbury), the work explores New World themes of colonialism, privilege, and appropriation, and the regret that such exploitation might engender. Faculty mentors assisted students' engagement with historical narratives via group sharing, contact partnering, guided improvisation, archival research, creative writing, autoethnography, photography, video blogging, and site-specific opportunities including folk and historical dance, music, and culture. The process of Devising permits a non-semantic, intuitive form of creativity yielding unique insights. In the Bedfordshire experience these insights in turn yielded a work of "research as performance," and a pedagogical experience of immersive historical narrative. Drawing upon musicology, performance studies, modern dance theory, arts practice research, ethnochoreology, and post-colonial studies, this paper examines the premises, processes, and unique capacities of Devising as a tool for both arts-practice research and historical pedagogy.