



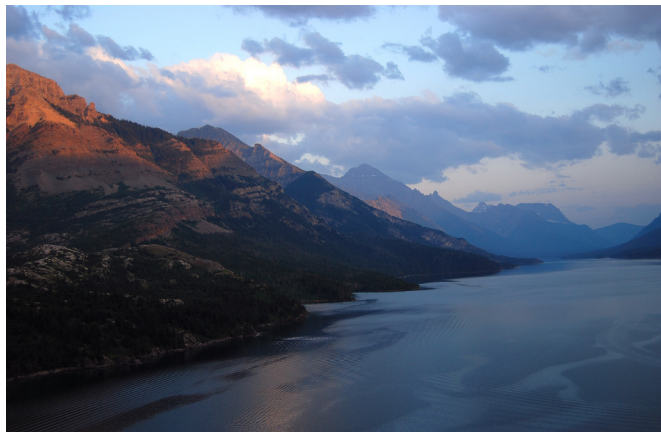
UNIVERSITY OF OREGON



CENTER FOR
COMMUNITY ARTS
AND CULTURAL POLICY

Center for Community Arts and Cultural Policy

Annual Bulletin 2011-2012





Letter from the Director

Dear Reader:

As you will see throughout the pages of this publication, the University of Oregon’s Center for Community Arts and Cultural Policy (CCACP) has had a very busy and productive year in 2011-2012. Our mission is clear: to sustain and strengthen arts, culture, and heritage. And, we are doing just that every day through an impressive array of initiatives that benefit university students, community members, and arts sector professionals alike.

Through our collaboration with organizations and communities throughout the Pacific Northwest region, we are active partners in the arts and culture field. The important, visionary research being conducted by CCACP’s affiliated faculty contributes to the body of policy-relevant information that will ultimately move the arts and culture sector forward. And through our close connections with the Arts and Administration Program, the Historic Preservation Program, and other academic units at the University of Oregon, we are helping to shape emerging leadership in the arts and culture sector.

In 2012-2013 we look forward to welcoming an exciting year-long CCACP directorship by Dr. Ann Galligan, who will join the Arts and Administration Program faculty as Visiting Associate Professor. The CCACP will merge its administrative operations with those of the Arts and Administration Program, allowing for a deeper academic partnership and efficiencies that will continue to propel our work forward.

We view our research center as a place for community dialogue and engagement, so I hope that you will keep in touch with us by visiting our website, joining our Facebook page, or subscribing to Engage, our quarterly email newsletter. Through well-informed dialogue, we can work together to support and strengthen the entire arts and culture community locally, regionally, nationally, and internationally. We would welcome the opportunity to answer any questions or provide additional information.

Best Regards,

Patricia Dewey, Ph.D.
Director, Center for Community Arts and Cultural Policy
Associate Professor and Director, Arts and Administration Program

The Center for Community Arts and Cultural Policy

CCACP Mission

The University of Oregon Center for Community Arts and Cultural Policy (CCACP) sustains and strengthens arts, culture and heritage through research, policy, education and community engagement.

In its main objective to foster civic engagement and cultural resource development in the American West, CCACP will, through research and education, support policymakers and cultural sector professionals to:

- Cultivate public participation in the arts
- Foster creative activities
- Preserve cultural heritage
- Develop sustainable community cultural development.

Institute faculty, students, and affiliate members will conduct and disseminate policy-relevant research, and create and provide professional development opportunities to address the needs of current and future leaders in a broadly defined cultural sector.

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Year in Review

The CCACP's strong tradition of collaboration, community engagement and research was evident throughout 2011-2012. A yearlong series of Visiting Scholars and Symposia focused on the theme of Cultural Tourism. Also, through continuing participation in a national study of the economic impact of the arts as well as the ongoing research being conducted by affiliated faculty and students, the CCACP continues to be a vehicle for dialogue and a valuable source of information for students, faculty, arts professionals, and community members.

Cultural Tourism

In identifying a collective theme of interest, CCACP's affiliated faculty have selected cultural tourism, which includes heritage tourism as related to artifacts of the past and arts tourism as related to contemporary cultural production. This theme framed many faculty projects and visiting scholar presentations in 2011-2012.

Collaboration

The work of the CCACP is inextricably linked with work underway in other UO academic units, such as the Arts and Administration Program, the Historic Preservation Program, the Folklore Program, and other research centers and institutes, such as the Oregon Folklife Network and the Center for Intercultural Dialogue. A description of these and many other partnerships is documented throughout this annual bulletin.



Bill Rauch and Paul Nicholson present in the Jordan Schnitzer Museum of Art on February 2, 2012, at a public lecture for Building Cultural Tourism through Performing Arts Festivals.

Community Engagement

In our commitment to make a difference in the community, CCACP has been an active partner in the community of Eugene's participation in Americans for the Arts' Arts and Economic Prosperity IV study. The data collection for this study was completed on December 31, 2011, and CCACP looks forward to continuing to collaborate with the Arts and Business Alliance of Eugene (ABAE) and the City of Eugene as important findings from the study are released in fall 2012.

Research

CCACP faculty research projects continue to emphasize four themes: participatory culture, sustainability, international engagement, and cultural identity and change. The specific initiatives underway in arts education, arts management, community arts, cultural policy, and historic preservation are profiled in the pages that follow.

Participatory Culture

The Convergence of Media Communication and 21st Century Skills

ePortfolios

Principle Investigator: Dr. Lori Hager

The three-year ePortfolio research initiative associated with the Inter/National Coalition for Electronic Portfolio Research (INCEPR) ended in 2011, but Dr. Hager has continued work on ePortfolios. Now in its third year as a curricular requirement for the UO Arts and Administration program (AAD), learning ePortfolios in a WordPress environment continue to serve as a fertile learning ground for integrating new media applications across a range of learning and professional purposes. The virtual commons associated with the AAD program (located at aaablogs.uoregon.edu/aad), is one of the outgrowths of the project, which received funding from UO's Vice Provost for Academic Affairs and continues to serve as an aggregator of our integration efforts across the department.

Noted in a juried review, the ePortfolio project is recognized as a model of innovative ePortfolio practice in the United States. The goal for the project remains:

To implement a comprehensive learning system that serves as a hub for the generation of dynamic learning communities between faculty, students, and professionals; integrates demonstrations of excellence in academic objectives, community engagement, and leadership; and fulfills the mission of the department.

Students continue to create dynamic learning ePortfolios to demonstrate learning over time, and faculty work with WordPress instructional blogs to foster greater collaboration and interdisciplinary connections. To read more about Dr. Hager's ePortfolio project, please visit <http://aaablogs.uoregon.edu/eportfolio>.

Transmedia Pedagogy

Principle Investigators: Dr. Doug Blandy and Dr. John Fenn

The AAD 450/550 Art and Society course is a core requirement in the M.A./M.S. in Arts Management at the University of Oregon (UO) and attends to the convergence of media communication and the development of 21st-century skills in arts management. Over the past three years, Dr. Blandy and Dr. Fenn have been remixing this course to reinforce that students should learn about and through the media technologies that they will use professionally after graduation. Their approach to the course remix was informed by theory associated with material culture, improvisation, transmedia, and critical pedagogy.

The questions guiding their remix included the following: What does critical participatory/transmedia pedagogy look like? How does participating in a critical participatory/transmedia pedagogy prepare professionals? How do students and teachers learn together in the critical participatory transmedia environment? What literacies emerge in critical participatory/transmedia pedagogy? How do you cultivate a learning commons using WordPress and other Web 2.0 platforms?

Responses are evident in the design and implementation of the remix using WordPress MU (now WordPress 3.0) that aggregated and delivered content associated with student responses to readings, student essays, diigo, class captures by instructors and other materials supporting teaching and learning.

Dr. Blandy and Dr. Fenn also used a transmedia pedagogical approach for their Public Culture and Heritage: A Beijing Based Field School during the summer 2011. Cultural interpretation using emerging technology and transmedia

narratives is transforming field-based education and ethnographic/folkloristic fieldwork. Public Culture and Heritage: A Beijing Based Field School (PCH) was conceived and implemented as a way to involve students and scholars in the transformative and participatory process described above within an art education context. PCH occurred in Summer 2011 and consisted of a two-week online orientation to fieldwork and transmedia cultural interpretation followed by a two-week residency in two Beijing districts, Jianguo and Song Zhuang. The field school concluded with a two-week online transmedia production experience. Student productions were posted to Vine Online. Based on their practitioner research, Dr. Blandy and Dr. Fenn are articulating strategies for extending the traditional place-based model of the field school for the purpose of engaging learners across geographic, disciplinary, cultural, and technological domains. They are modeling an approach that includes interaction within and across online and residential environments. More information about this project can be found at: <http://aaablogs.uoregon.edu/beijingfieldschool/>

Community Engaged Scholarship

Principle Investigator: Dr. Lori Hager

Dr. Hager continues to serve as the UO representative for Imagining America, a consortium of colleges and universities concerned with Community Engaged Scholarship. This year she is participating in the IA initiative, Town Hall Nation, led by Sojourn Theatre's Artistic Director, Michael Rohd. She is developing a new Community Arts Think Tank graduate seminar in association with her community arts graduate students, which will premiere in fall 2012.



Bob Ross exemplified ideas of open education through The Joy of Painting.

The Bob Ross Experience

Principle Investigators: Dr. Doug Blandy and Dr. Kristin Congdon (University of Central Florida)

Bob Ross' PBS television series and art classes based on the Bob Ross method have captivated an international audience by promising participants that they can create immediate oil-painted masterworks worthy of framing and hanging. Associated with the series and classes is a million-dollar arts supply enterprise. Integral to the success of the show, the classes, and the enterprise is Bob Ross' charisma.

The purpose of this research project, conducted by Dr. Blandy, is to consider Bob Ross and the Bob Ross method of art instruction within the context of American popular culture and arts education. Through taking courses in the Bob Ross Method, analyzing Bob Ross videotapes, interviewing participants in the Bob Ross method, and through a review of literature this study will provide insight into electronic media as a source of education, the role of personality in contributing to arts movements, the corporate connections between education and enterprise in a capitalistic society, the sociological and psychological motivations for making art, the relationship of class to aesthetic preferences, the history of amateur arts instruction, and the relationship between art and leisure.

Social Practice in Creating and Interpreting Art

Principle Investigator: Dr. Phaedra Livingstone

In 2011-2012, Dr. Livingstone, who coordinates both the Arts and Administration Program Museum Studies concentration and the UO Graduate Certificate in Museum Studies, continued to manage the CCACP Curation and Interpretation Research Interest Group. Over the academic year, Dr. Livingstone led a graduate student workshop, through which an exhibition



Participants engage with museum exhibitions at the Jordan Schnitzer Museum of Art.

was developed and fabricated. The exhibit, "Through Her Lens," draws on UO Special Collections photographs and documents, UO archives and the JSMA collections. The exhibit was installed in April and there was a public panel presentation on the exhibition on May 2, 2012 in the Jordan Schnitzer Museum of Art.

Dr. Livingstone is currently working on a book manuscript, *Touchstones and Tall Tales*, which articulates a 'post-museum' model of museum exhibition theory and practice, supported by a number of case studies and applying an intersectional feminist analysis to phases of museum exhibition development. The project has been awarded a 2012-2013 UO Center for the Study of Women in Society Faculty Research Grant.

"Dr. Fenn's work with these communities of pedal builders and users explores diverse cultural phenomena in order to understand how people make meaning about themselves and the world that surrounds them."



Dr. John Fenn's pile of pedals created by Devi Ever.

Culture of Boutique Guitar Effects Pedal Manufacturing

Principle Investigator: Dr. John Fenn

Dr. Fenn continues to work on his ongoing research exploring the culture of boutique guitar effects pedal manufacturing. His research in this area explores the capacity of individuals to express a range of identities through community-driven creative practice. Dr. Fenn's work with these communities of pedal builders and users explores diverse cultural phenomena in order to understand how people make meaning about themselves and the world that surrounds them. As such, he looks at cultural heritage from a range of disciplinary perspectives often informed by an emphasis on material culture.

Developments on this project throughout 2011 and into 2012 included the exhibition "Designing Sound: A Visual Exploration Into Sound and Music" at Eugene art gallery OPUS VII, a conference paper submission to 2012 Montreal Improv Conference, and joint projects with Dr. Kevin Patton, assistant professor of Music and Performance Technologies at Oregon State University.

Sustainability

Fostering Cultural Sustainability in the Pacific Northwest

Sustainable City Initiatives

Principle Investigator: Dr. John Fenn

This year, Dr. Fenn continued to facilitate the Arts and Administration Program's student involvement in the UO Sustainable Cities Initiative (SCI). SCI is a cross-disciplinary organization that seeks to promote education, service, public outreach, and research on the design and development of sustainable cities. The Sustainable City Year (SCY) Program is a partnership between SCI and one city in Oregon per academic year in which a number of courses from across the University focus on assisting that city with sustainability goals and projects. In its third year, SCY partnered with Springfield, Oregon to conduct multidisciplinary research to meet local, regional, and national goals for sustainable city design and function. Dr. Fenn coordinated involvement with SCY:Springfield via course-based projects in his Fall 2011 class AAD 550 Art in Society, his third year



coordinating such projects.

In this year's class, seven students worked in two teams to initiate pilot fieldwork projects. These projects included:

Laura Street Analysis

In the Fall 2011 Arts and Society class, students worked in the Laura Street neighborhood, which is situated in Springfield between a large transportation corridor, bustling big box commercial center, and a large industrial warehouse area. It is a neighborhood with very few traditional residential nuances and is often plagued by above average levels of criminal activity. This was a multi-term or phased project; phase one resulted in students researching the area to identify the negative and positive characteristics and related trends, and phase two determined design ideas and actions to positively respond to or change development habits. This information will be used in a multitude of ways, ranging from increased social outreach and program development to the implementation of specific design standards aimed at changing the identified negative trends.



A map of the Laura Street neighborhood in Springfield, Oregon.

Promise Neighborhoods

Through a partnership between the Fall 2011 Arts and Society class along with Professors Bruce Blongigen and Joe Stone's Economic Analysis of Community Issues class in Winter and Spring 2012, students participated year round on the Promise Neighborhoods project. There is a national "Promise Neighborhoods" movement to develop a continuum of "cradle through college and career" solutions to improve the educational and developmental outcomes of all children in our most distressed communities. United Way of Lane County identified two neighborhoods within the region as Promise Neighborhoods. One of these neighborhoods is the Springfield Brattain area. Students worked within the Brattain area to survey demographics and program gaps in partnership with United Way of Lane County and the Neighborhood Economic Development Corporation (NEDCO).

In addition to these student activities, Dr. Fenn worked with Dr. Blandy and a group of students from the 2010 SCY:Gresham and 2011 SCY:Salem projects to co-author an article that reflected on two years of work with the SCI program for the Journal of Community Engaged Scholarship. Dr. Fenn also co-authored an article on this topic with Dr. Blandy for Studies in Arts Education.

Courses:

- Fall: Art and Society, AAD 450/550
Faculty: John Fenn
- Winter/Spring: Economic Analysis of Community Issues I+II, EC 418+419
Faculty: Bruce Blonigen and Joe Stone

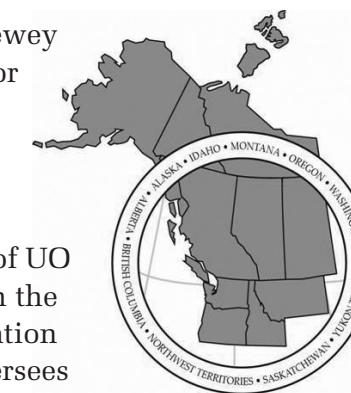


Mt. Rainier in Washington State.

Cultural Development in the Pacific Northwest

Principle Investigator: Dr. Patricia Dewey

In 2011-2012, Dr. Dewey served as the Director of the CCACP, Acting Director in the UO Arts and Administration Program, and chair of UO Canadian Studies. In the Arts and Administration Department, she oversees the Performing Arts Management and new Arts in Healthcare Management concentration areas of study. As a cultural policy scholar, she focuses her research on three interrelated thematic areas: international cultural policy, cultural development, and arts administration education.



In 2011-2012, her Cultural Development in the Pacific Northwest (CDPNW) research initiative focused on deepening collaborative relationships with the Pacific Northwest Economic Region. Dr. Dewey served on the host committee for the Pacific Northwest Economic Region annual summit held in Portland in July 2011, during which she led the summit's first-ever Arts and Culture Policy Tour. The CDPNW research initiative has entered a new phase in exploring regional cultural tourism in the transborder Pacific Northwest.

Architecture of the Frontier West

Principle Investigator: Dr. Kingston Heath

This year, Dr. Heath has continued work on his research on the Architecture of the Frontier West. He is examining the architecture of everyday life in two early mining camps in Virginia City and Nevada City, Montana.

Cogswell-Taylor Cabins

Dr. Heath's research focuses on the African-American pioneer presence in Virginia City, and focuses on the Cogswell-Taylor Cabins that are listed in the National Register of Historic Places by the U.S. Department of the Interior. The two separate, 1860s log cabins served both residential and commercial purposes. First owned by independent black woman Minerva Cogswell, who acquired the property through



The false-fronted Cogswell-Taylor Cabins in Virginia City.

her own labor, the cabins were later purchased by Kentucky-born African-American Jack Taylor, who freighted and accumulated livestock for the outfit of Majors and Russell.

Dr. Heath has applied for the James H. Bradley Fellowship through The Montana Historical Society (MHS) in support of this research. These fellowships support graduate students, faculty, or independents scholars pursuing research on Montana history with a four-week summer residency. If selected, Dr. Heath would continue his research into the African-American contributions to these early mining communities, resulting in an article for MHS's quarterly journal *Montana The Magazine of Western History*.

National Endowment for the Humanities in Montana

The National Endowment for the Humanities (NEH) has been a steady funder of cultural projects in Montana that explore and preserve Montana's cultural heritage. One of these projects explored the history of copper mining in Montana. In summer 2011, eighty schoolteachers attended one-week workshops produced by the Montana Historical Society with a \$179,000 grant, to study the history and sociology of gold, silver, and copper mining in the American West, visiting mines in Virginia City, Helena, and Butte.

Dr. Heath was written into this successful NEH grant as a result of his projects on American Architecture in the Frontier West. He led tours and seminars as part of the Montana Historical Society's one-week workshop. The workshop, called "Mining the West" examines the various epochs of mining in Montana in order to help teachers incorporate this cultural history into their curricula and classrooms.

International Engagement

Cultural Engagement in China, America, and Europe

ChinaVine @ UO

Principal Investigators: Dr. Doug Blandy and Dr. Kristin Congdon (University of Central Florida)

Investigator: Dr. John Fenn

ChinaVine is an interdisciplinary project aimed at educating English-speaking children, youth, and adults about the material and intangible cultural heritage of China. ChinaVine.org is a partnership between the CCACP at the University of Oregon; the Cultural Heritage Alliance (CHA) at the University of Central Florida; the Folk Art Research Institute at Shandong University of Art and Design in Jinan; the Folklore Program at Beijing Normal University; The Beijing Folk Literature and Art Association; and Ms. Ke Jia, an independent scholar working with Miao villages in Guizhou. The scholars, graduate students and undergraduate students contributing to the project are associated with fields such as folklore, art, arts and humanities education, arts management, linguistics, and cultural policy in the US and China. ChinaVine.org consists of volumes focusing on eleven villages in Shandong, seven folk artists in Beijing, and two Miao festivals and two Miao performance centers in four villages in Guizhou.

ChinaVine @ UO 2011-2012

In September 2011, the ChinaVine team embarked on a research endeavor to build on relationships and partnerships with organizations across the People's Republic of China (PRC). The team conducted interviews and added to the project's cultural documentation inventory. They also participated in engaging meetings with representatives from regional and national folk life associations in China, allowing for greater access to remote regions. An additional focus was on connecting with media outlets in the PRC. In May 2012, the ChinaVine team traveled to Beijing, Yunnan University in Kunming, and Dali, China to develop partnerships, conduct research and interviews on the region, and publish the content on the interactive website, ChinaVine.org, so that children, youth, and adults interested in aspects of Chinese culture can learn from a respectable, positive resource.

The purpose of the most recent May 2012



Zhang Jianhua with City Monument. Photo by Nan Yang.

research trip is to document the Rao San Ling festival occurring in Dali, located in the southwestern Yunnan province. The festival occurred over three days in three different villages resting between Cangshan mountain and Erhai lake. The Bai people are an ethnic minority group in China and are primarily located within the Yunnan province. Rao San Ling is a celebratory festival specific to the Bai people. During the first day of the festival, the ChinaVine team conducted documentation and fieldwork from the Cheng Huang Temple in South Gate of Dali to the Sheng Yuan Temple in Qing Dong village of Xizhou, Dali. The second day of the festival took the team to Er He Ci Temple in He Yi Cheng village. During the third and final day of the festival, the ChinaVine team was at the Hu Guo Ci Temple in Ma Jiu Yi Village of Dali.

While in China, the team also presented at Yunnan University on ChinaVine to many of the University's professors of anthropology. The purpose of this meeting was to develop



City Monument / Ai Weiwei by Zhang Jianhua.

partnerships with academic professionals at Yunnan University, and foster well-rounded understanding of different and previously unknown anthropological viewpoints.

The ChinaVine research team will use the information gathered in Dali to produce documentary videos telling the story of Rao San Ling and the ways of life in Dali. Previews of this recent fieldwork can be found on ChinaVine's Flickr photostream. Go to Flickr.com and search for ChinaVine to find these photos. Alternatively, follow the link to Flickr from ChinaVine.org

The New ChinaVine.org

ChinaVine, in partnership with the UO Interactive Media Group launched a completely re-designed interactive website in February 2012. ChinaVine is taking full advantage of the internet as an educational environment. In total, ChinaVine consists of the website ChinaVine.org as well as a constellation of social networking sites in the US and PRC including Facebook, Twitter, Soundcloud, Vimeo, Flickr, Instagram, Weibo, and Tudou. Visitors to ChinaVine.org's homepage are invited to register with ChinaVine in order to participate in discussions and dialogue through ChinaVine's social media and team blog.

The new website utilizes a dynamic content management system that allows for quick and easy updates by all team members without trained knowledge of computer programming languages. This is a great improvement over the previous version of the website, which required individuals skilled in Flash and database management to update the the website and create new pages and content as needed. Due to the complexity and time requirements of Flash, the new ChinaVine website minimizes the use of Flash for video and photo galleries, which in turn allows for wider accessibility among ChinaVine's audience. Furthermore, the website allows visitors to create and register their own account with ChinaVine. When a visitor creates and account, they will be able to post new

information they have about China, discuss with other interested individuals about relevant subject matter, and contribute to the global ChinaVine community.

During 2011-12 the UO ChinaVine team also participated in a strategic planning process resulting in the following vision statement:

ChinaVine at the UO focuses on the mission of ChinaVine within a participatory and life long learning context. Research and professional experience opportunities for UO faculty and students are a priority. Ongoing assessment and evaluation of ChinaVine activities at the UO is key to our vision.

ChinaVine at the UO advances the overall mission of ChinaVine through:

- Cultivating active partnerships with Chinese organizations and scholars in China and the US.
- Curriculum developed in partnership with the UO Jordan Schnitzer Museum of Art.
- Interpretive materials for ChinaVine based on ongoing fieldwork in China.
- Enlisting partners at the UO (Center for Asia and Pacific Studies, Confucius Institute, International Programs, Interactive Media Group, Arts and Administration Program, Folklore Program, Global Online Education, etc) to advance ChinaVine's educational mission.
- The development and implementation of content management and delivery tools for reaching audiences in educational settings that are formal and informal.
- Integrating to the greatest extent possible the activities of our ChinaVine partners in China and the US into our activities and vice versa.

With the arrival of the new website, ChinaVine team members are producing new content to publish online on a regular basis. Announcements for new content will be made through ChinaVine's virtual social networks and mailing lists to reach the widest possible audience.

International Cultural Policy

Principle Investigator: Dr. Patricia Dewey

As chair of UO Canadian Studies, Dr. Dewey instructed a new course on Canada and US-Canada relations for the Clark Honors College in winter 2012. This class, titled "O Canada! Understanding our northern friends and Canada's relationship with the United States," explores themes of history, politics, economics, and culture. Her increasing research and teaching focus on Canada connects directly to her new research on cultural tourism in the states and provinces of the transborder Pacific Northwest.

International Museology

Principle Investigator: Dr. Phaedra Livingstone

Dr. Livingstone is currently co-investigator on the research project, "An International Study of Professional Education Offerings for the Museum and Heritage Sector – Towards a Global Understanding" being conducted for the International Council of Museums International Committee on Training of Professionals. The project has compiled a database of international museology programs and is conducting an online survey regarding their curricula.

In her ongoing workforce study, Glass Ceilings for Glass Boxes, Dr. Livingstone is analyzing North American data related to gender and participation in museum management.

Responding to Donna Haraway's assertions about the gendered gaze in diorama viewing, Dr. Livingstone's project, Imaginary Places, includes studies on visitor perceptions and habitat dioramas (in New York, Victoria, and Toronto), focusing on the African Savannah diorama on display until recently at the Royal Ontario Museum (Toronto). Dr. Livingstone is currently working on a related chapter for a peer-reviewed book to be published by Springer.



Dr. Kingston Heath and field school participants at the Croatia Summer Conservation Field School.

Croatia Summer Conservation Field School

Principle Investigator: Dr. Kingston Heath

Last summer, Dr. Heath taught for a third consecutive summer at the Croatia Summer Conservation Field School, which he founded in 2009. The Croatia Conservation Field School is an intensive program that allows students to gain hands-on experience in a culturally rich setting. Students explore villages, while learning the history of the area, documenting and analyzing important structures, and participating in a hands-on building project. The first work is situated in the heritage-rich region of the Dalmatian Coast, which is surrounded by multiple UNESCO World Heritage Sites, such as Diocletian's Palace in Split, Cathedral of St. James in Sibenik, and the city of Trogir itself. While the field school focuses on preserving and interpreting local heritage, the ultimate goal is rural heritage regeneration, and sustainability.

After teaching at the Croatia Field School in summer 2011, Dr. Heath presented extensively on the work done with students and fellow researchers at the 2012 International Humanities Conference, Roger Williams University's Preservation Education Conference, and more. The Field School has also been nominated for a prestigious Vernacular Architecture Forum (VAF) Buchanan Award, for excellence in fieldwork. The award winner will be announced at this year's VAF Forum in June 2012.

Traditional Stone Architecture Along the Dalmatian Coast

Dr. Heath continued work on his ongoing book project throughout this year. This book is based off of fieldwork conducted at the Croatia Conservation Field School in the city of Trogir, Croatia. Trogir is a UNESCO World Heritage site that dates to the Roman era, but includes architectural aspects of the medieval period in the Venetian and Florentine Gothic style.

Cultural Identity and Change

The Transformative Capacity of Arts and Culture

Oregon Folklife Network

Principle Investigator: Dr. John Fenn

The Oregon Folklife Network (OFN) is a network of statewide culture and heritage partners who operate on state, regional, county, and community levels, whose hub is based at the University of Oregon. The collaborative structure of the OFN is innovative because rather than centralizing public folklore programming in one organization, the OFN serves as a hub that facilitates partnerships across the state between universities, state agencies, non-profit organizations, cultural associations, and members of diverse communities.



Recent events sponsored by the Oregon Folklife Network include workshops on "Integrating Traditional Artists into Arts Organizations," which featured a public talk with Patricia Atkinson of the Nevada Arts Council. Other events included critical, thought-provoking conversations on basket weavers, saddlemakers, mariachi musicians, luthiers, embroiderers, and how arts organizations can diversify arts rosters to include these underrepresented artists. Most recently, the OFN put out a call for applications to their Traditional Arts Apprenticeship Program. The highly talented applicants represented 36% of the counties in Oregon, and represented a wide variety of cultural traditions. Visit the Oregon Folklife Network's website for more information on the selected applicants and exciting, upcoming events from the OFN.

Understanding the Cultural Workforce: Federal Community Youth Arts Policies

Principle Investigator: Dr. Lori Hager

Dr. Hager received a 2012 UO summer research award for her research project, "CETA Stories," to fund archival research at the Jimmy Carter Library in Atlanta, Georgia.

From 1973 to 1982, the Comprehensive Employment and Training Act (CETA) Arts and Humanities Program supported jobs training programs focused on the transferability of skills from the cultural industry to other sectors. CETA laid a foundation for investment in the arts and the "cultural worker" by connecting the arts to quality of life in cities and to job training. A program of the Department of Labor, CETA was the first federally supported comprehensive employment program for artists since the 1930's Works Progress Administration. By 1979, CETA had become the largest funding source for the arts in the United States, exceeding even expenditures of the National Endowment for the Arts. Many artists who helped to establish the arts and culture sector as we know it today entered the professional arts workforce as "CETA artists" during the turbulent years of its existence. Yet there is no comprehensive study to date that captures the spirit and impact of this short-lived federal program on the lives of artists in America. This research seeks to address this gap through archival review of federal policy reports and, more importantly, to document the impact of this federal program on the "CETA artists" who led the emergence of the cultural workforce in the U.S.

Dr. Hager is also researching Arts Learning Policy, and is working toward the professionalization of the Teaching Artist field. Additionally, she does research on Afterschool Arts Programming Evaluation.

Changing Landscapes for Mobile Applications

Principle Investigator: Dr. John Fenn

This year, Dr. Fenn began a new area of research looking at mobile applications and technologies. He set up a new Research Interest Group called “Mobile Computing & App Development” within the Arts and Administration Department. This RIG seeks to foster peer support and collaboration around mobile computing and app development across multiple technology platforms, academic fields, and domains of practice. Through regular yet informal meetings, the RIG intends to provide collective technical support, a repository of training and research resources, and a constructive environment for testing ideas and developing mobile computing solutions. Dr. Fenn hopes that this RIG will serve as a common ground for initiatives in mobile computing that have begun to appear around the UO campus, ideally becoming a hub of research and development for faculty, staff, and students.

As part of his exploration into this new research topic, Dr. Fenn attended a one-day workshop on the Augmented Reality Interactive Storytelling (ARIS) platform for mobile devices, hosted in April 2011 by the Center for the Study of Upper Midwestern Cultures and the Folklore Program at the University of Wisconsin-Madison. This workshop explored how technology can be employed in folklife, arts, and culture within public and community based art programs and asked important questions like: what’s the advantage of doing something with a mobile device? What does ARIS do that is unique and that adds value to interactions with place? And, how does learning change with the use of ARIS?

Dr. Fenn was able to attend this workshop through travel support awards from both CCACP and the American Folklore Society. Dr. Fenn is also currently working on developing a new class in Mobile Apps that will integrate with the Arts and Administration program’s core technology curriculum component. He is also working on a journal article exploring this emergent research topic.

Museums as Sites of Historical Consciousness

Principle Investigator: Dr. Phaedra Livingstone

The History Education Network (THEN/HiER) is publishing a series of peer-reviewed books examining the relationship of historical consciousness and different forms of history education. With Viviane Gosselin, Dr. Livingstone is co-editing the fourth book in this series, *Museums as Sites of Historical Consciousness*; she is also contributing a chapter. This will be a peer-reviewed book on public museums, heritage sites, lieux de mémoire and historical learning beyond the classroom in Canada today.

Contributors include academics and practitioners from a range of disciplines, who consider historical literacy and the formation of historical consciousness across museum types. Fifteen scholars from across Canada, and international scholars Laurajane Smith (Australia) and Simon Knell (UK) have drafted chapters. Chapter drafts were workshopped at a public symposium in Vancouver, BC in April 2012. Dr. Livingstone’s chapter considers the cultural policy and administrative context for the framing of historical narratives in a few exhibit projects that resulted in public controversy, arguing that the current interests in participatory engagement took root in part as risk management strategies.



Participants discuss museums as sites of historical consciousness at the History Education Network’s “THEN/HiER Museum Unconference.”

CCACP Programs & Initiatives

An Overview of Major 2011-2012 Programmatic Activities

Arts in Healthcare Management Concentration

A major stream of new research focuses on arts in healthcare management. Existing data demonstrates the significant and growing demand for professionals in policy and program leadership in this field, but university education for professional management of the arts in healthcare settings is virtually non-existent. Building from a comprehensive feasibility study completed in 2010-2011 and funded by a UO Innovation in Graduate Education award and a Society for the Arts in Healthcare ArtHealth Solutions Consulting Grant, CCACP Director Patricia Dewey spearheaded a series of regional symposia and meetings focused on arts in healthcare to build awareness and interest in this new area of education. Dr. Dewey will oversee a new graduate concentration area of study in Arts in Healthcare Management within the Arts and Administration Program beginning fall 2012.

Symposia Series: Arts in Healthcare Management

In fall 2012, the UO Arts and Administration Program will launch a new Arts in Healthcare Management concentration area of study, with a corresponding research trajectory housed in the CCACP. This new graduate-level concentration area will prepare individuals for leadership positions in developing arts programs affiliated with healthcare settings such as hospitals, nursing homes, senior centers, and hospice facilities. This field concerns policy and administration of efforts that focus on how arts in healthcare contribute to quality of life, patient healing and wellness, and community health and wellbeing.

The feasibility study conducted in 2010-2011 concluded that there is an ever-increasing need

for trained specialists to manage organizational policies and practices involving a wide range of arts programs designed to benefit these institutions’ patients, patients’ families, staff members, and communities. In close partnership with Sacred Heart Medical Center RiverBend, AAD and CCACP are poised to launch the first higher education program of its kind.

To prepare for launching this new area of graduate study, a series of symposia took place throughout 2011-2012, funded by both a UO Innovation in Graduate Education award and a Society for the Arts in Healthcare ArtHealth Solutions Consulting Grant.

Saturday, November 12, 2011

Regional Arts in Healthcare Management Symposium at Sacred Heart Medical Center Riverbend (Eugene)

Friday, December 2, 2011

Participation in a Johnson & Johnson / Society for the Arts in Healthcare Partnership to Promote the Arts in Healing Arts & Health Network Training (Corvallis)

Thursday, April 12 – Friday, April 13, 2012

UO Program Development Consultancy (Eugene)

Visiting Scholar: Jill Sonke, director of the Center for the Arts in Medicine, University of Florida

What is Arts in Healthcare?

Arts in healthcare is a diverse, multidisciplinary field dedicated to transforming the healthcare experience by connecting people with the power of the arts at key moments in their lives. This rapidly growing field integrates the arts, including literary, performing, and visual arts and design, into a wide variety of healthcare and community settings for therapeutic education, and expressive purposes.

– Society for the Arts in Healthcare

Visiting Scholar Series

The 2011-2012 Visiting Scholar Series provided a unique opportunity to further explore the Center's new multi-year research initiative to study the important impact cultural tourism can have on an entire economic region. During their stays, our Visiting Scholars addressed emerging questions about cultural planning and development, regional impacts and collaborative communities as they relate to cultural tourism.

Connie Spreen of Experimental Station

In March 2012, the CCACP partnered with The City of Eugene's Cultural Services Division in presenting Visiting Scholar Connie Spreen, Ph.D. of Chicago. In 2002, Dr. Spreen co-founded the Experimental Station, an independent cultural incubator on the South Side of Chicago that fosters innovative educational and cultural programs, small business enterprises, and community initiatives including a farmers' market, bicycle center, art exhibits and more. Looking at the city of Eugene's local efforts to build a cultural district, Dr. Spreen discussed



Public lecture by Connie Spreen of the Experimental Station in Chicago, viewed from the second floor of the Broadway Commerce Center's atrium.

opportunities for the community to work collaboratively to create a cultural infrastructure based in the principle of "mutualism," a philosophy of symbiotic support that ultimately leads to sustainable organizations, economies, and social life. The lecture served as an incubator for conversation surrounding the work of Experimental Station and how their principles might be applied in Eugene. In addition to the public lecture, Dr. Spreen worked with Arts and Administration students both in and out of classes in order to engage in further dialogue around the intersection of community, arts, and cultural-economic development.

Oregon Shakespeare Festival's Paul Nicholson and Bill Rauch

In February 2012, the CCACP welcomed the Oregon Shakespeare Festival's Executive Director, Paul Nicholson and Artistic Director, Bill Rauch as Visiting Scholars. This preeminent arts management team presented a public lecture discussing the role performing art festivals can play in building cultural tourism, as exemplified by the Oregon Shakespeare Festival. Founded in 1935, the Tony Award winning Oregon Shakespeare Festival is among the oldest and largest professional nonprofit theaters in the nation. The festival has established the city of Ashland as a cultural destination in Oregon, attracting tourists from across the world. In addition to their public lecture, Nicholson and Rauch led a workshop on performing arts festival management for Arts and Administration students. Workshop content included festival programming, artistic decision-making, community engagement, financial management, resource development, and audience development under the broader umbrella of strategic planning.

Brijesh Thapa, UNESCO World Heritage Sites

In May 2012, CCACP presented a one-day symposium entitled, Cultural Tourism in the Pacific Northwest: Exploring UNESCO World Heritage Sites featuring Visiting Scholar Brijesh Thapa, Ph.D. of the University of Florida. A Florida-based expert on natural resource

recreation and tourism management, Dr. Thapa spoke on UNESCO World Heritage and cultural tourism, highlighting specific heritage sites in the Pacific Northwest Economic Region including: Head-Smashed-In-Buffalo-Jump, Waterton-Glacier International Peace Park, and S'Gang G'Waay. Joining the conversation was symposium host Dr. Steven Shankman, the University of Oregon's UNESCO Chair, and Director of the UO Center for Intercultural Dialogue and George Papagiannis, UNESCO's Washington, D.C. liaison as symposium discussant. Also during his visit, Dr. Thapa met with CCACP Director Patricia Dewey's Research Interest Group on International Cultural Policy for a special session focused on cultural tourism as well as the Associated Students of Historic Preservation for a session on heritage tourism.

Arts & Economic Prosperity Study IV

In December 2011, the Arts & Economic Prosperity IV study concluded after a year of data collection. The Americans for the Arts conducted this survey nationwide to evaluate the impact that spending by nonprofit arts organizations and their audiences have on local economies. Eugene was able to join the study through collaboration among CCACP, the Arts and Business Alliance of Eugene (ABAE), and the City of Eugene. The goal of this survey is to document the vital role that nonprofit arts and culture industries play in strengthening our economy. The local study will provide sound data to support our shared goals of community cultural development.



Throughout the data collection period, CCACP contributing students recruited and organized volunteers from across the Eugene community to survey nonprofit arts and culture events in Eugene. These volunteers attended over 50 events at a variety of organizations, from art openings to classical music concerts to teen

writing workshops. CCACP students also worked with Eugene nonprofit arts organizations to submit their organizational expenditure data to the Arts & Economic Prosperity IV study. Overall, Eugene submitted over 1000 audience intercept surveys and 30 organizational expenditure surveys! Across the country, more than 150,000 audience expenditure surveys were submitted and 9,000 eligible nonprofit arts organizations submitted expenditure surveys. This is the largest data set of its kind and will go far to support arts advocacy work in communities nationwide.

Americans for the Arts (AFTA) processed and analyzed the collected data and announced the initial nationwide findings at their annual conference in June 2012. Next academic year, we look forward to welcoming Randy Cohen, Vice President of Research and Policy at AFTA, as a CCACP Visiting Scholar in November. This visit will coordinate with the release of local findings of the study for Eugene, and is part of his second On the Road to Prosperity tour. He will participate in events across the community, focusing on how the Eugene cultural sector can use study findings to support operational decision-making, fundraising activities, advocacy work, and more. To follow these events and to learn more about the study, please visit <http://eugeneaep.wordpress.com/>.

Graduate Student Research

Graduate Students completing both the arts and Administration Program and Historic Preservation Program are required to complete a thesis, project, or capstone. The final written document is available on Scholar's Band and in the following research journals:

- CCACP Graduate Student Research Journal
- Associated Student for Historic Preservation (ASHP) Journal

To view or receive an electronic copy of either publication, please visit the CCACP's website at <http://ccacp.uoregon.edu/>.

15th Anniversary: CultureWork

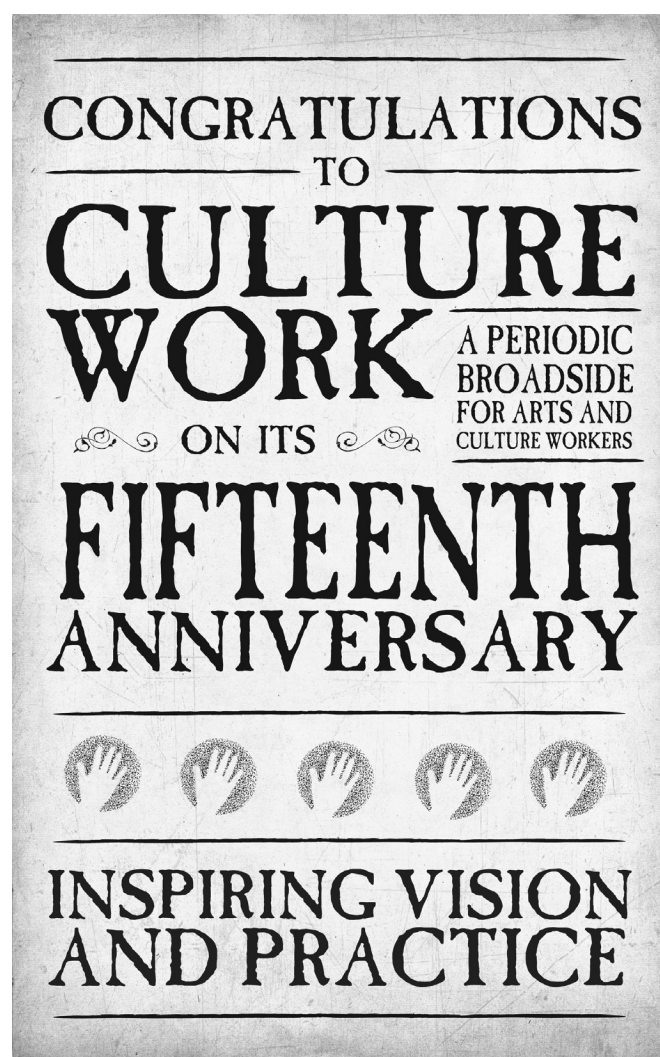
CultureWork: A Periodic Broadside for Arts & Culture Workers is an electronic publication of the Center for Community Arts and Cultural Policy. Its mission is to provide timely, workplace-oriented information on culture, the arts, education, policy, and community through its quarterly publications.

This year, CultureWork is celebrating 15 years of publication! In 1997, CultureWork published its first article as an online journal and has been consistently educating arts and culture sector leaders, learners, educators, and policy makers ever since. The online broadside examines current issues in arts management through social, economic, political, technical, and ethical contexts. In looking towards the future, CultureWork is rededicating itself as a forum for engaging dialogue and emerging professional development for the arts management field.

In honor of this anniversary, the CCACP is working with CultureWork and communications consultants from bell+funk to redesign and relaunch their online presence. In addition, CCACP honored their contributions to the field through a special presentation at this year's Arts and Administration Graduate Research Presentations. Celebrations will continue next year through a weeklong anniversary symposium, Community Connections & Professional Practice, featuring a visit from Dr. David Darts and concluding with Randy Cohen's visit to Eugene in November.

The most recent issue of CultureWork looks back and reflects on the publication's work. As part of this reflection, CultureWork celebrates the legacy and history of the arts management practice that the publication has spent its years examining. The issue features introductory remarks by Dr. Doug Blandy, advisor and initial director of CultureWork; an interview with Risa Bear, first

editor and web publisher of the journal; and supporting remarks from Maria Finison, editor from 2004-2005. To read this anniversary issue and to review CultureWork's strong body of work, please visit them at <http://culturework.uoregon.edu/>.



Congratulatory poster for CultureWork's 15th Anniversary

Affiliated Faculty Publications

2011-2012 CCACP Affiliated Faculty Publications

- Blandy, D. (2011). Sustainability, participatory culture, and the performance of democracy: Ascendant sites of theory and practice in art education. *Studies in Art Education*, 52(3), 243-255.
- Blandy, D. (2012). Experience, discover, interpret and communicate: Material culture studies and social justice in art education. In T. Quinn, J. Ploof, & L. Hochtritt (eds.), *Art and social justice education: Culture as commons* (pp. 28-34). New York, NY: Routledge.
- Blandy, D. & Bolin, P. (Eds.). (2011). *Matter Matters*. Reston, VA: NAEA.
- Blandy, D. & Bolin, P. (in press). Looking at, engaging more: Approaches for investigating material culture. *Art Education*.
- Blandy, D. & Fenn, J. (in press). Sustainability, sustaining cities, and community cultural development. *Studies in Art Education* (special issue on Art Education and Sustainability).
- Blandy, D. & Franklin, M. (in press). Following the Siren's Song: Scott Harrison and the Carousel of Happiness. In A. Wexler. *Reframing art education: The enigma of the outsider*. New York, NY: Palgrave Mcmillan.
- Congdon, K. & Blandy, D. (2011). A look at the most famous art educator in the world: Bob Ross. *The International Journal of Art Education*, 9(1), 57-88. (In English and Chinese).
- Dewey, P. (2011). Performing arts centers and international presenting: identifying management competencies. In W.P. Lawson & M.J. Wyszomirski (eds.), *International cultural connections: The times, they are a'changing* (pp. 107-117). Columbus, OH: The Ohio State University.
- Erickson, M. & Dewey, P. (2011). EU media policy and/as cultural policy: Economic and cultural tensions in MEDIA 2007. *International Journal of Cultural Policy*. DOI: 10.1080/10286632.2010.544725
- Fenn, J. (in press). Style, Message, and Meaning in Malawian Youth Rap and Ragga Performances. In Charry, E. (Ed.) *Hip Hop Africa: New African Music in a Globalizing World*. Bloomington, IN: Indiana University Press.
- Fenn, J. & Blandy, D. (in press) Manifesting and Sustaining Community Engagement Through Graduate Education at a Public University. *Journal of Community and Engaged Scholarship*.
- Hager, L. (2011). Building Dynamic Virtual And Hybrid Learning Communities In Higher Education Through Eportfolios And Web 2.0/3.0. In C. Torres, G. Chova & L. Martinez (eds.), 4th International Conference on Education, Research and Innovation (ICIERI), pp. 3807-3814. Madrid, Spain: International Association of Technology, Education and Development (IATED).
- Hager, L. (Forthcoming). ePortfolios and Transformational Learning in the 21st Century University. In C. Nygaard, et. al. (eds.), *Learning in Education: Contemporary Standpoints*. Oxford: Libri Publishing, Ltd.
- Hager, L. (Forthcoming). Wading into the Technology Pool: Learning ePortfolios and Higher Education. In L. Morris (ed.), *International Conference on Information Communication Technologies in Education (ICICTE)*.
- Heath, K. (in press). The Cogswell-Taylor House in Virginia City, Montana. *Montana: The Magazine of Western History*.
- Livingstone, P. (2011). Is it a museum experience? Corporate exhibitions for cultural tourists. *Exhibitionist*, 30 (1), 16-21.

Stay Connected with CCACP

Find Us Online

Want to learn more about the different ways to get involved with the Center for Community Arts and Cultural Policy? A visit to the CCACP's newly redesigned website connects you to all of the Center's news, events, and current research. While visiting the website, sign up for the Center's quarterly newsletter "Engage." The CCACP's newsletter will keep you informed with the latest CCACP bulletins, projects, events, and activities happening throughout the year. For information about upcoming events visit the CCACP' Facebook page, and while you're there, be sure to "Like" us! Not able to attend one of the Center's events? Follow the conversation on twitter @CCACP. This year, the Center for Community Arts and Cultural Policy has started live blogging at events in order to continue the conversation.

website: <http://ccacp.uoregon.edu> <https://www.facebook.com/CCACP> @CCACP

Support the CCACP

Get even more involved with a gift in support of our programs!

With a contribution of \$50 or more, you will receive a personalized thank you, invitations to 2012-2013 special events and a subscription to our bi-monthly newsletter "Engage."

Mail

Send a check made payable to: UO Foundation, 360 E. 10th Avenue, Ste. 202, Eugene, OR 97401. Be sure to note the CCACP in the memo line and include your email address.

Online

Go to <http://supportuo.foundation.org/> and specify the CCACP in the Gift Designation and Amount 'Other' box.



CCACP Administrative Support

Graduate Research Fellows, 2011-2012

- Emily Hope Dobkin, ChinaVine and Arts in Healthcare Management
- Marissa Laubscher, Center Coordinator
- Jonathan Lederman, IT & Media Coordinator
- Jay L. Shepherd, Arts in Healthcare Management and Museum Studies Initiatives
- Lauren Silberman, Administrative Coordinator

Contributing Students

- Hilary Amnah, Arts & Economic Prosperity Study
- Teresa J. Arnold, Multimedia Interpretation
- Gwen Catherwood, Office Assistant
- Cortney Hurst, Events and Communications Assistant
- Saige Kolpack, Cultural Tourism
- Patricia Morales, Arts & Economic Prosperity Study
- Carmen Sanjuan Meléndez, Community Arts
- Emily Saunders, Arts in Healthcare Management

External Consultants, 2011-2012

- bell+funk, Communications
- WM Arts Management, Development

Scenes from CCACP



Clockwise from top left: Scott Harrison and carved gorilla; Scott Harrison and carousel animal in progress; Visiting Scholar Jill Sonke, director of the Center for the Arts in Medicine, University of Florida; members of University of Oregon's Historic Preservation program explore the historic courthouse in Jacksonville, Oregon; Jianguo Village; John Fenn's exhibition at Eugene art gallery OPUS VII; another historic building in Jacksonville, Oregon; Connie Spreen lecturing during an Arts & Administration Friday Forum; false-fronted Coggswell-Taylor Cabins in Virginia City.



UNIVERSITY OF OREGON

School of Architecture and Allied Arts

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