

DOUGLAS EMERSON BLANDY

Abbreviated CV – Scholarship and Teaching Overview

Professional Statement

I am Professor Emeritus in the School of Planning, Public Policy and Management (PPPM) and Folklore and Public Culture (FLR) at the University of Oregon. My research and teaching addresses art educational experiences in community-based settings that meet the needs of all students within a life-long learning context. My research defines, describes, critiques, and analyzes the implementation of community arts programs that are participatory, community focused, community based, and culturally democratic. Methods derived from critical theory, folklore and cultural studies are used to examine multiple cases in which community arts organizations are contributing significantly to environmental, social, cultural, and economic well-being.

Education

1983 Ph.D. Art Education, The Ohio State University

1979 M.A. Art Education, The Ohio State University

1974 B. S. Art Education, The Ohio University

Current Academic Position (University of Oregon)

Professor Emeritus – School of Planning, Public Policy and Management,
Folklore and Public Culture

Recognitions (Selected)

The United States Society for Education through Art Ziegfeld Award, 2015

National Art Education Association Beverly Levett Gerber Special Needs
Life Time Achievement Award, 2014

Elected a National Art Education Association Distinguished Fellow for life-
time achievement and contributions to the field

Elected to National Art Education Association Research Commission, 2012

National Art Education Association Art Educator of the Year, 2010

Council for Policy Studies in Art Education

National Art Education Association "Manuel Barkan Award" for published
work

Books (Peer Reviewed)

(under contract). *Arts education and cultural engagement for creative aging*. (co-authored with P. Lambert and M. Wyszomirski). Oxford, UK: Oxford.

(2018). *Learning things: Material culture in art education*. (co-authored with Paul Bolin) New York, NY: Teachers College Press

(2014). *Happy clouds, happy trees: The Bob Ross Phenomenon*. (co-authored with Kristin Congdon and Danny Coeyman) University of Mississippi Press.

(2012). *Matter matters*. (co-edited with P. Bolin). Reston, VA: National Art Education Association

(2008). (co-edited with Gaylene Carpenter). *Art and cultural programming from a leisure perspective*. Chicago, IL: Human Kinetics.

(2001). (co-edited with Bolin, P. & Congdon, K. G.). *Histories of community-based art education*. Reston, VA: National Art Education Association..

(2000). (co-edited with P. Bolin & K. G. Congdon). *Remembering others: Making invisible histories of art education visible*. Reston, VA: National Art Education Association.

(1991). (co-edited with K. G. Congdon). *Pluralistic approaches to art criticism*. Bowling Green, Ohio: Bowling Green State University Popular Press.

(1987). (co-edited with K. G. Congdon). *Art in a democracy*. New York: Teachers College Press.

Chapters in Books (Peer Reviewed) (Selected from 13)

Disability Studies

(1999). Universal design in art education: Principles, resources, and pedagogical implications. In J. K. Guilfoil & A. R. Sandler (Eds.), *Built environment education in art education*(pp.220-227). Reston, VA: National Art Education Association.

(1996). Gender reconstruction, disability images, and art education. In G. Collins and R. Sandell (Eds.). *Gender issues in art education: Content, contexts, and strategies*(pp. 70-77). Reston, VA: National Art Education Association.

Material Culture Studies

(2010). (co-authored with K. G. Congdon). The making of ChinaVine: Partnering across countries. In A. Arnold, E. Delacruz, A. Kuo &M. Parsons

(Eds). *Globalization, art, and education*. Reston, VA: National Art Education Association.

Community Arts

(2003). (co-authored with K. G. Congdon). Administering the Culture of Everyday Life: Imagining the Future of Arts Sector Administration. In D. Pankratz & V. Morris. (Eds.), *The Arts in a New Millennium*. New York: Praeger.

(1999). (co-authored with K. G. Congdon). Working with communities and folk traditions: Socially ecological and culturally democratic practice in art education. In D. Boughton & R. Mason (Eds.), *International perspectives on art education and cultural diversity*. New York: Waxman.

Journal Publications by Topics (peer reviewed) (selected from 40)

Disability Studies

(in press). (co-authored with R. Oakman). "I See History and the Future:" Memory loss, art education and online learning. *Art Education*.

(1994). Assuming responsibility: Disability rights and the preparation of art educators. *Studies in Art Education*, 35(3), 179-187.

(1991). Toward a socio-political orientation for art education. *Studies in Art Education*, 32 (3), 131-144.

(1993). Community-based lifelong learning in art for adults with mental retardation: A support model. *Studies in Art Education*, 34(3), 167-175.

(1992). (co-authored with Congdon, K. G., Branen, & Hicks, L.). Integrating people experiencing disabilities into community arts events: Model projects and guidelines. *The Journal of Social Theory in Art Education*, 12, 16-33.

(1991). (co-authored with Congdon, K. G., Hicks, L., & Branen, K.). The NAMES Quilt and the art educator's role. *The Journal of Social Theory in Art Education*, 11, 102-118.

(1989). (co-authored with E. Hoffman). A description of disability policy in selected major United States museums of art. *Public Policy and Arts Administration: Papers from Annual Conferences 1988 and 1989*, 3, 39-48.

(1989). Ecological and normalizing approaches to disabled students and art education. *Art Education*, 42 (3), 36-43.

(1988). A study of the 1988 NAEA Conference and its accessibility to delegates experiencing disabilities. *The Journal of Social Theory in Art*

Education, 9, 36-43.

(1988). (co-authored with Pancsoar, E. & Mockensturm, T.). Guidelines for teaching art to children and youth experiencing significant mental/physical challenges. *Art Education*, 41(1), 60-67.

(1980). Cognition as a basis for the design of art experiences for the moderately, severely and profoundly mentally retarded student. *OAEA Journal*, 19 (2).

Material Cultural Studies

(2012-2013). (co-authored with J. Fenn). Public culture and heritage: A Beijing based field school. *Journal of Cultural Research in Art Education*, 30, 60-82.

(2005). (co-authored with K. G. Congdon). What? Clotheslines and popbeads aren't kitsch anymore?: Teaching about kitsch. *Studies in Art Education*, 46(3), 197-210.

(2005). (co-authored with P. Bolin, K. G. Congdon, and L. Hicks). Earthly Delights and Transitional Experience: Critical Encounters with Tourist Art in Art Education. *Journal of Cultural Research in Art Education*.

(2004). (co-authored with K. G. Congdon). A theoretical structure for educational partnerships and curatorial practices. *Visual Arts Research: Special Issue Commemorating Our 30th Anniversary*. 29(57), 89-95

Blandy, D. (2004). Folklife, material culture, education, and civil society. *Visual Arts Research*. 29(1), 3-8.

(2003). (co-authored with P. Bolin). Beyond visual culture: Seven statements of support for material culture studies in art education. *Studies in Art Education*, 44(3), 246-263.

(2001). (co-authored with K. G. Congdon). Approach the real and the fake: Living life within the fifth world. *Studies in Art Education*, 42(3), 266-278.

Curriculum

(in press). Promising democracy. *Studies in Art Education*.

(1993). (co-authored with E. Hoffman). Toward an art education of place. *Studies in Art Education*, 35(1), 22-33.

Other publications

Proceedings, Book Reviews, Editorials. Commentaries, Invited (40)

Curator/Coordinator (selected from 5)

(2007-2019). (with K. G. Congdon). *ChinaVine.org*.

(2005). (co- curated with K. G. Congdon). *Zines, democracy, and the insurgent imagination: Selected zines from the University of Oregon and the University of Central Florida. Kent State University Sixth Annual Symposium on Democracy, Kent State University, Kent, Ohio, May 2-3, 2005*

Presentations and Papers (Refereed)

International and National Conferences & Symposia (52 papers delivered between 1980 – current)

Editor / Editorial Review Boards of Journals

Past Editor, *Studies in Art Education*, 2009 – 2011

Senior Editor, *Studies in Art Education*, 2007-2009

Review Board - *Journal of Social Theory in Art Education*, 1988 - present.

Teaching Overview

PPPM / Arts and Administration Graduate Course Preparations – 11

Undergraduate Course Preparations – 8

M.A./M.S. Research Director or Chair - 92

M.A./M.S. Committee Member – 19

Ph.D. Committee Chair - 1

Ph.D. Committee Member - 22

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