

School of Planning, Public Policy and Management



PPPM 4/571 – Cultural Policy **Winter 2023 – Wednesdays, 2:00 - 4:50 – Tykeson 140** 4 credits

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Course Overview

Course Description

This course explores the infrastructure and the debates connected to **American cultural policy**, using scholarly readings, government documents and newspaper articles. Students will study how the federal, state, and local levels of government deal with issues of cultural policy. They will learn to research the cultural policy landscape, will understand how to engage in difficult readings and engage in their active public translation through discussion and poster presentations.

Learning Outcomes

Happily, at the end of the course students will be able to

1. Demonstrate an understanding of the cultural policy debate in the US
2. Analyze and explain cultural policy issues and landscape
3. Develop cultural policy research skills
4. Master professional skills necessary in the field (such as group work, presentations, and reflections)

Course Learning Activities

1. Readings – learning outcome # 1, 2
2. Notable quotes – learning outcome # 1, 2, 4
3. Leading discussion – learning outcome # 1, 2, 3
4. Final Project – learning outcome # 2, 3, 4
5. Final Reflection - learning outcome #1, 4

Teaching Method

Student-centered teaching is the method used in this class. Accordingly, students will have a leading role in discussions and class activities. The instructor's role is to develop the students' capability to understand critical inquiry and share an organized body of knowledge. The instructor acts as facilitator and occasionally as a devil's advocate.

Course Policies & Student Responsibilities

- 1. Attendance:** This is a performance-based course. Given the student-centered nature of the class, students have an active role in the class based in constant interactions with their classmates. Therefore, what happens in class cannot be made-up if students are not in attendance. The final grade will capture students engagement through a participation grade monitored daily. If you are not able to attend with consistence, this class might not be the right fit for you. The highly participatory and collaborative nature of the class requires a mandatory first class attendance.
 - As by University policies the instructor shall not ask for reasons for absences and shall not distinguish between “excused” and “unexcused” absences since there is no equitable way to confirm the veracity of student-provided reasons or documentation outside the university context. The only documentation that can be considered are accessible education, university events, and religious holidays. This documentation will be considered only if presented by the end of week one. .” To request accommodations for this course for religious observance, visit the Office of the Registrar's website (<https://registrar.uoregon.edu/calendars/religious-observances>) and complete and submit to the instructor the “Student Religious Accommodation Request”
 - If students miss class, they should arrange to get information from a classmate. After that, the instructor is always available for clarification.
 - Students are expected to arrive punctually and remain for the entire class. Consider class a business meeting where tardiness is unacceptable.
- 2. Electronics:** We will use personal electronic devices to access course texts and assignments, or to complete in-class work. If not asked by the instructor, phones and computer should not be used. The use of electronic devices in the classroom should be considered considering one overarching rule: be courteous and respectful of others and **should only be on class content.** If this guidance is not followed, I reserve the right to ban any and all electronic devices for any or all students in the class.
- 3. Food:** The consumption of food can only happen outside classroom facilities. Be reassured that our three-hours long class will have two breaks that will allow you snack time.
- 4. Course Conduct:** Materials in this course may be controversial and involve contentious discussion. A variety of opinions and ideas are encouraged and appreciated. Participation in this class assumes:
 - the dignity and essential worth of all participants is respected
 - the privacy, property, and freedom of all participants will be respected
 - bigotry, discrimination, violence, and intimidation will not be tolerated
 - personal and academic integrity is expected
- 5. Late Assignments:** Barring a specific need for adjustment, graded work is always due on time. The regular deadlines simplify what you need to keep in mind about the routine of the course. Assignments will be accepted within a week. After this grace period the assignment will be graded as ZERO.
- 6. Academic Honesty-Avoiding Plagiarism:** All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. Violations will be taken seriously and will be referred to the Office of the Dean of Student Services.

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at www.libweb.uoregon.edu/guides/plagiarism/students. For a more thorough description of the University's policies, and the expectations placed on both students and faculty, go to this page <http://uodos.uoregon.edu/StudentConductandCommunityStandards/tabid/68/Default.aspx>

7. **Accessible Education:** The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu or <http://aec.uoregon.edu/students/index.html>
8. **Accommodation for Religious Observances:** The university makes reasonable accommodations, upon request, for students who are unable to attend a class for religious obligations or observance reasons, in accordance with the university discrimination policy which says "Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence." To request accommodations for this course for religious observance, visit the Office of the Registrar's website (<https://registrar.uoregon.edu/calendars/religious-observances>) and complete and submit to the instructor the "Student Religious Accommodation Request" form prior to the end of the second week of the term.
9. **Your Well-Being:** [University Health Services](#) help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).
10. **Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support. This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: <https://blogs.uoregon.edu/basicneeds/food/>

11. Prohibited Discrimination and Harassment Reporting: Students experiencing any form of prohibited discrimination or harassment, including sex or gender based violence, may seek information on safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu or contact the non-confidential Title IX office (541-346-8136), Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).

UO Resources on Equity and Inclusion

This section provides links and descriptions to departments and offices across the University of Oregon that faculty can reach out to for advice and support.

Center on Diversity and Community (CoDaC) (<http://codac.uoregon.edu/>) builds the capacity of individuals and units across campus to advance the university's goals of equity and inclusion.

UO Department of Human Resources offers “Crucial Conversations - Tools for Talking When the Stakes are High”, which provides proven techniques to build those skills. Over the course of four - 3.5-hour sessions students will learn how to hold conversations around emotional and/or risky topics to surface the best ideas and to make high quality, mutually beneficial decisions when dealing with others. (Note: A fee applies for this workshop) (http://odt.uoregon.edu/registration/course_view.php?crse_id=352).

Accessible Education Center (<http://aec.uoregon.edu/index.html>) collaborates with students, faculty, and staff to create an educational environment that is useable, equitable, and sustainable. The Accessible Education Center provides support to students and instructors through direct services, outreach, training, and consultation.

- a. **Procedures and Best Practices for working with students with disabilities** (<http://aec.uoregon.edu/faculty/procedures/index.html>)
- b. **Universal Design Strategies** (<http://aec.uoregon.edu/faculty/universdes/index.html>)

Materials Required

- **Readings:** Journal articles are posted on Canvas. Newspaper articles can be found online.
- **In Class:** Paper and pen for class writing
- **Costs:** The **only** cost to budget for the class is the printing for the final foam board poster (around \$30 to \$40 to be divided among the members of your group).

Graded Activities

What follows provides a brief overview of the assignments. Detailed criteria will be explained thoroughly in class and posted on Canvas.

- 1. General Participation:** Active participation in classroom activities is a course requirement. Class participation is evaluated daily. Therefore, highly inconsistent participation will impact class participation grades negatively.
 - Quality participation requires professional behavior which will include: punctual attendance, obvious preparation for class, asking pertinent questions and offering relevant comments, taking notes, actively engaging in classroom discussions, and other activities;
 - Graduate Students: Each week students will prepare an oral report to class a news article from the New York Times dedicated to the arts or other newspaper art section of their choice (we will have 5 to 6 students presenting at a time, but each week students will post the link to a new article).
- 2. In class group work:** For each class session, students will engage in group work finalize at preparing their final project. Each week students will engage in a new topic of research and learn to work together.
- 3. Notable quotes:** For each class student will prepare one reading that will give them the foundational information about the main issues involved in American cultural policy. For each class, students should pick one quote (students do not have to write one when they lead the discussion). For each quote, students should write a response. The readings are posted on Canvas under the assignment description.
- 4. Leading discussions (Team):** All students are required to actively participate to class activities related to course readings, class topics, and assignments. However, for each meeting, a team of students will present the topic of the class and take the lead in the discussion.
- 5. Final Project-Mapping Cultural Policy (Team):** Students will work in groups throughout the term on a final project collecting information about cultural policy in one state. In class there will be lab time for this work, but the expectation is that students continue this work outside the class. The findings will be presented in poster format. Students will also prepare an oral presentation contextualizing the information about the state in the larger debate cultural policy debate.
- 6. Final Reflection:** Each student, individually, will write a final reflection summing up the overall experience and including an article of the New York Times relevant to one of the main issues highlighted. Graduate Students: In their reflection, graduate students will add a research component in the form either of a second New York Times article or research article that addresses one of the issues that emerged during the presentations.

Grading

As the university community adjusts to teaching and learning remotely in the context of the COVID-19 pandemic, course requirements, deadlines, and grading percentages are subject to change. I will be mindful of the many impacts the unfolding events related to COVID-19 may be having on you. I encourage you to talk with me about what you are experiencing so we can work together to help you succeed in this course.

Grade Distribution

Notable Quote Reflection (6@5% - P/NP). 1. You do not have to write one when you lead the discussion) 2. You are required to always be prepared for discussion. However, you can claim <u>ONE free pass</u> (=you will get the points, even if you did not post. In order to get the points, you need to write on Canvas that you are using the free pass for that day. Lack of doing so, will not grant your free pass)	30%	Individual grade
Leading Discussion	11 %	Team grade
Final Project 1. Poster 2. Oral Presentation of Poster	20 %	Team grade
Final Reflection	15 %	Individual grade
Participation 1. General participation in classroom activities and discussions 10 % 2. Group work: preparation for final project (7 steps at 2% - students who are not in class are not entitled to the points. No make-up assignments)	24 %	Individual grade
Total	100%	

Grading scale

A	94-100	B	84-86	C	74-76	D	64-66
A	90-93	B -	80-83	C -	70-73	D -	60-63
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B+	87-89	C+	77-79	D+	67-69	F	Below 59

A – Outstanding performance relative to that required to meet course requirements; demonstrates a mastery of course content at the highest level.

B – Performance that is significantly above that required to meet course requirements; demonstrates a mastery of course content at a high level.

C – Performance that meets the course requirements in every respect; demonstrates an adequate understanding of course content.

D – Performance that is at the minimal level necessary to pass the course but does not fully meet the course requirements; demonstrates a marginal understanding of course content.

F – Performance in the course, for whatever reason, is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of the course content.

Required Readings

Week 2 - What is cultural policy?

Wyszomirski, M. J. (2004). From Public Support for the Arts to Cultural Policy. *Review of Policy Research*, 21(4), 469–484.

Week 3 - Federal level: the beginning

Rosenstein, C. (2018). A (Very) Short History of the Development of National Cultural Policy in the United States. In *Understanding Cultural Policy* (pp. 19-47). New York: Routledge.

Week 4 - Federal level: issues overview

Woronkowicz, J., Rabovsky, T. M., & Rushton, M. (2017). Performance measurement as policy rhetoric: the case of federal arts councils. *International Journal of Cultural Policy*, 6632(February), 1-14.

Week 5 - State level: State agencies

Mulcahy, Kevin. (2002). The State Arts Agencies: An Overview Of Cultural Federalism in the United States. *Journal of Arts Management, Law & Society* 32 (1):67.

Week 6 - State level: finance and values

Lewis, G. B., & Rushton, M. (2007). Understanding State Spending on the Arts, 1976-99. *State and Local Government Review*, 39(2), 107–114.

Week 7 - Local level: issues overview

Skaggs, R. (2020). A Networked Infrastructure of Cultural Equity? Social Identities in the Missions of Local Arts Agencies. *The Journal of Arts Management, Law, and Society*, 1-16.
doi:10.1080/10632921.2020.1845890

Week 8 - Local level: case studies

Shin, E. J. (2020). Neighborhood disparities in access to street arts festivals: Evidence from Chicago. *Journal of Urban Affairs*, 1-22. <https://doi.org/10.1080/07352166.2020.1820871>

Suggested Readings

Week 2 - What is cultural policy?

Paquette, J. & Redaelli, E. (2015). Cultural Policy as Conventional Public Policy. In Paquette, J. & Redaelli, E. *Arts Management and Cultural Policy Research* (pp 58-76). Chatham, New Jersey; Palgrave Macmillan.

Week 3 - Federal level: the beginning

Mankin, L. D. (1995). Federal Arts Patronage in the New Deal. In K. V. Mulcahy & M. J. Wyszomirski (Eds.), *America's Commitment to Culture. Government and the Arts* (pp. 77-94). Boulder, San Francisco, Oxford; Westview Press.

Week 4 - Federal level: issues overview

McNeely, C. L., & Shockley, G. E. (2006). Deconstructing US Arts Policy: A Dialectical Exposition of the Excellence-Access Debate. *Social Justice*, 33(2), 45-62.

Week 5 - State level: State Agencies

Johnson, B. J., & Pierce, J. C. (2014). Is County Level of Social, Creative, and Human Capital Associated with Winning Humanities Grants in Kansas? *Nonprofit Management and Leadership*, 24(4), 503-520.

Week 6 - State level: finance and values

Rosenstein, C., Riley, V., Rocha, N., & Boenecke, T. (2013). The Distribution and policy implications of US state government general operating support to the arts and culture: Lessons from the Great Recession. *Cultural Trends*, 22(3-4), 180–191.

Week 7 - Local level: issues overview

Florida, R. (2002). The Economic Geography of Talent. *Annals of the Association of American Geographers*, 92, 743–755.

Week 8 - Local level: case studies

- Grodach, C. (2011). Before and After the Creative City: The Politics of Urban Cultural Policy in Austin, Texas *Journal of Urban Affairs* 34 (1):81-97.
- Mendelson-Shwartz, E., & Mualam, N. (2021). Challenges in the creation of murals: A theoretical framework. *Journal of Urban Affairs*, 1-25. <https://doi.org/10.1080/07352166.2021.1874247>

Tentative Calendar – Winter 2023

This calendar and the list of readings are subject to change.
It is students' responsibility to keep up with updated information

Topics		In class highlights	Assignments due
1	Introduction	<ul style="list-style-type: none"> • Syllabus & Calendar • Leading discussion criteria • Notable quote criteria 	
2	What is cultural policy?	<ul style="list-style-type: none"> • Benefits of an organizational approach 	<ul style="list-style-type: none"> • Notable quote • GS: New York Times article
3	Federal level: the beginning		<ul style="list-style-type: none"> • Notable quote • GS*: New York Times article
4	Federal level: Issues Overview		<ul style="list-style-type: none"> • Notable quote • GS: New York Times article
5	State level: State agencies.	Students provide feedback	<ul style="list-style-type: none"> • Notable quote • GS: New York Times article
6	State level: finance and values		<ul style="list-style-type: none"> • Notable quote • GS: New York Times article
7	Local level: issues overview		<ul style="list-style-type: none"> • Notable quote • GS: New York Times article
8	Local level: local arts agencies and case studies		<ul style="list-style-type: none"> • Notable quote • GS: New York Times article
9		Workshop	<ul style="list-style-type: none"> • Drafts due (Poster) • GS: New York Times article
10	Conclusions	Posters' presentation	<ul style="list-style-type: none"> • Due: Poster (and copies for classmate format A4) and Script for oral presentation
11			<ul style="list-style-type: none"> • Final Project Reflection

*GS=graduate students