



School of Planning, Public Policy and Management



University of Oregon School of Planning, Public Policy and Management

PPPM 470/570 The Arts in Society Winter Term 2024 (CRNs 25503, 26085)

Professor Patricia Dewey Lambert, Ph.D.

Office: 108 Hendricks Hall

Email: pdewey@uoregon.edu

Office Hours: Tuesdays and Thursdays 9:30 – 10:30 am and by appointment.

Course Information

This is a four (4) credit course.

Class location: Gerlinger Hall Room 248

Class time: Tuesdays and Thursdays from 2:00 noon to 3:20 pm

Office Hours

My regular open office hours in winter term 2024 are Tuesdays and Thursdays from 9:30 to 10:30 am.

See the detailed information about office hours on Canvas. You can come to your office hours appointment either in person (Hendricks Hall 108) or via Zoom. You can schedule an office hours appointment at <https://patriciadeweylambert.as.me> If you'd like to schedule an alternate time to meet, please email me. My regular Zoom link that we'll use for all individual meetings is

<https://uoregon.zoom.us/j/5413462050>

Instructor

Patricia Dewey Lambert, professor with the UO School of Planning, Public Policy and Management, has academic degrees and professional experience in the United States and Europe in classical music, international business, nonprofit arts management, and cultural policy. Her main research interest areas are in arts administration education, international public policy, arts in health, and performing arts center management. A detailed bio is available here: <https://pppm.uoregon.edu/pppm/patricia-lambert>

Course Syllabus

Course Description

This course explores the social impact of the arts. The arts and culture sector in the United States – and globally – is enormous, encompassing fine arts, entertainment, applied arts, heritage, folk and traditional arts, creative arts therapies, arts education, and more. In this course, we will examine how “the arts” (understood broadly) can be used for their instrumental values to support individual and community outcomes in a wide array of other essential social sectors. Designed for emerging professional interested in contributing to the public good, this course will help you understand how to use the arts in your toolkit of resources to support diverse programs and services that will strengthen your communities.

In short, this course is structured throughout as exploring opportunities for cross-sector integration of “the arts and _____.” The course will begin with philosophical, theoretical, and conceptual foundations for investigating the social impact of the arts, instrumental benefits and values of the arts, and public participation in the arts. Throughout the course, we will develop in-depth understanding and application of logic models for program design and program evaluation. Discussion of cultural equity (diversity, equity, inclusion, and access) will be integrated throughout the course. Focused weekly class topics from Weeks 3 to 9 are the arts and health, the arts and aging, the arts and youth education, the arts and religion, the arts and prisons, the arts and tourism, and the arts and diplomacy. Week 10 and Exam Week will focus on discussion of students’ individual research presentations.

This interactive course consists of assigned readings, instructor-facilitated presentations and class discussions, student-facilitated presentations and class discussions, and in-depth individual research assignments. Undergraduate students will have an open-book midterm exam and final exam on Canvas. I want you to engage with the course material, and my goal is to try to facilitate that process. Special attention will be focused on developing your critical thinking and analytical capacities. Written assignments should be prepared with attention to descriptive/factual content as well as to analytical clarity and careful presentation.

Class size is limited to 40. Undergraduate students enrolled in this course must be juniors and seniors.

Learning Outcomes

By completing this course, you will be able to:

- Describe the arts and culture sector as a distinct social sector of society;
- Explain foundational conceptual, theoretical, and philosophical foundations underpinning the potential for cross-sector applications of arts programs and services;
- Describe concrete examples of instrumental benefits realized by communities, organizations, and individuals through arts and cultural participation;
- Synthesize and apply theory to practice through critical examination of real-life “arts and _____” program examples;
- Apply your understanding from this course in developing a robust research topic and presenting and discussing your in-depth individual research in class.

This Course is in the *PPPM Arts & Cultural Leadership Field of Interest*

(Courses planned for AY2023-2024 and 2024-2025):

PPPM 250 Art & Human Values

PPPM 410/510 Arts Management

PPPM 410/510 Museum Practice

PPPM 410/510 Museum Education

PPPM 470/570 The Arts in Society

PPPM 471/571 Cultural Policy

PPPM 472/572 Creative Placemaking

Course Modality

This is an in-person course; we will meet during scheduled class meeting times. Participating in class session by Zoom is not an option, and I will not record our in-class class sessions for you. Students who miss class are responsible for making sure that they keep up with the course material. I'd urge you all to identify one or more people with whom you can share notes. Detailed course lecture slides and detailed assignment guidelines will always be available to you on Canvas. I will accommodate absences as described in the Absences policy below. If you need additional flexibility, UO encourages you to consider ASYNC WEB courses. If you need accommodation related to a medical or other disability, you can request those by working with the Accessible Education Center.

This Course is a Participatory Learning Community

Full attendance and participation in every class session is expected. Students are expected to have obtained, read, and retained the readings for each week and to come to class prepared to discuss their content and implications.

Shared Responsibilities in a Learning Community

All members of a learning community (i.e., our class) willingly share the responsibilities of gathering, synthesizing, and building meaning.

As your instructor I am responsible for:

- Giving you as much control as possible over your own learning
- Experience within the boundaries of the course purpose and expected outcomes
- Clarifying expectations and helping you establish quality criteria for your work
- Helping you achieve success in this course
- Demonstrating the value of this course
- Helping you access quality resources and clarifying concepts, and
- Guiding you in the completion of tasks to demonstrate your achievement.

At the same time, I expect you to take responsibility for your own learning by:

- Openly sharing your work and asking for feedback
- Relating concepts and skills to your real world experiences
- Gathering and synthesizing information from a variety of sources
- Making us aware of your individual learning needs, and
- Being prepared and on time for all of our sessions.

Method of Instruction: Interactive Presentations and Dialogue

My method for teaching this class is to encourage the understanding and appreciation of course content by facilitating critical thinking and written/verbal dialogue. Emphasis is placed on thought rather than memorization. *My intent is to encourage the following:*

- Appreciation and understanding of a topic and the social issues surrounding it.
- Generation of multiple responses and perspectives on issues of common concern.
- Consideration of taken-for-granted assumptions in new ways.
- Concentration on discovery.
- A desire to know more.
- Provocative and well-argued discussion.

Technical Requirements

Canvas is the place to go for course information and engagement outside of class time. Announcements are archived there, automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications.

To access our course Canvas site, log into canvas.uoregon.edu using your DuckID. If you have questions about using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone (541-346-4357) or by [live chat on the Live Help webpage](#).

Course Policies

Canvas and Email

I try to keep everyone well informed and I post assignment reminders for this course on the Canvas site set up for this course. You will receive weekly Monday morning announcements from me on Canvas to summarize that week's course activities. When giving feedback on assignments, I do so either in Canvas or on papers that I return to you in class. Turnaround time for feedback is generally one week.

When I need to get in touch with individual students, I do so through your UO email address.

I will respond to your email questions and correspondence as quickly as I am able (usually within 24 hours) during the workweek. I generally do not respond to email messages on the weekend. Please be mindful that email is business correspondence, and please respect my time by not sending me a question that you could easily find an answer to by yourself or by asking a classmate.

How to Communicate with Me

The best way to reach me with your specific questions is by email: pdewey@uoregon.edu

I enjoy talking with students about our course material. Are you confused or excited about something? Wondering how what we're learning relates to current events, career choices, or other class you can take at UO? Please be in touch! Please also let me know how you're doing in this course. If you're having trouble with some aspect of it, I would like to strategize with you. I believe that every student can succeed in this course, and I care about your success.

I host office hours each week on Tuesdays and Thursdays from 9:30 to 10:30 am in my office: Hendricks Hall room 108. You can sign up for a specific time to meet during this period of time, or you can stop in to see me on a first-come, first-served basis. I recommend scheduling a time. Once you've scheduled a time you can either see me in person or you can join me for office hours via Zoom – either option is fine! You can also schedule alternate dates and times to meet with me – just send me an email message to request an appointment.

Classroom Community Expectations

All members of the class (both students and instructor) can expect to:

- *Participate and Contribute:* All students are expected to participate by sharing ideas and contributing to the learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. While all students should participate, participation is not just talking, and a range of participation activities support learning.
- *Expect and Respect Diversity:* All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect.
- *Help Everyone Learn:* Part of how we learn together is by learning from one another. To do this effectively, we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. Don't hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

Active Class Participation

In this course, students are expected to actively participate in every class session, which entails:

- Coming to class prepared with questions and comments on each assigned reading.
- Offering relevant, insightful, and thoughtful comments during class discussion.
- Contributing a steady flow of comments or questions that advance the class or group discussion during most class meetings, but not dominating discussion.
- Listening attentively, responding respectfully, and not talking while others are talking.
- Ensuring understanding by asking questions (as needed) in class or outside class.

Professional Practice

Students are expected to behave in a professional manner at all times.

- Students should treat each other and the instructor with the professional courtesy and respect expected in a workplace.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- The classroom is a place of focused learning, whether in a live classroom or a remote learning situation.

Course Workload

A general rule of thumb for the expected workload for an undergraduate level course is approximately 3 hours per week per credit hour; for graduate students, it is at least 4 hours per week per credit hour. Thus, a four-credit course will require approximately 12 hours of your time and effort per week (undergraduate) or at least 16 hours of your time and effort per week (graduate), although this amount of time will flex a little throughout the term.

Absences: Missed Class Policy

I take attendance in each class session, usually on a sign-in sheet, beginning in Week 2 of the term.

The UO has rigid policies regarding course attendance and engagement, and here's how these will work for this particular course. Please take careful note of these attendance rules because there is the potential for a significant impact on your final course grade!

In this course, students may miss three (3) classes during the term, regardless of the reason. This means we do not have "excused" or "unexcused" absences. You do not need to contact me if you're taking one of these reason-neutral class absences.

Please do stay home and use one (or more) of your three absences if you are sick. We know our UO community is still navigating COVID and an array of other illnesses, and some students will need to use some of their absences to isolate and rest if they get sick. I made my absence policy with this in mind, so please use your absences with care so they're there for you if you need them.

Your in-class presence and participation is central to meeting our learning objectives. Because of this, students who miss class more than three times will begin to see their final course grade reduced at the end of the term by the following formula:

- After the fourth class absence, the final grade is reduced by 5%
- After the fifth class absence, the final grade is reduced by an additional 5%
- Each additional absence will result in an additional final grade reduction of 5%

All that said, please remember that your professors are reasonable, rational, and caring people. Your success in this course is genuinely important to me. If challenges come up for you this term around attendance, please contact me as soon as you can. Together we can identify what resources or strategies might be available to support you and your learning.

If you miss class for any reason, you are responsible for making sure that you are caught up on course content. Powerpoint slides and handouts will be available to you on Canvas. I do not record my class sessions. And, I do not have the bandwidth to repeat for you the course lecture during an individual office hours meeting. I recommend that you arrange for note-sharing in the event of missing class.

Late/Missing Assignment Policy

The date and time that an assignment is due is a fixed deadline. Late assignments are not accepted except for extremely unusual situation (severe illness, death in the family, etc.). If you are unable to make it to class on the day an assignment is due, you may email it to me as an attached document prior to the class time and date that assignment is due. If you have a printer problem, you can send your paper to me as an email attachment. If you need to make alternate arrangements because of an unusual situation going on in your life, please contact me to make arrangements BEFORE the assignment is due. Your failure to do so will likely result in your receiving zero points for that assignment.

No late submissions will be accepted in Week 10 and Exam Week of the term.

Writing Lab

If you struggle with writing, I strongly encourage you to use the services of the Writing Lab: please see <https://engage.uoregon.edu>

Artificial Intelligence Use Policy

Students may not use GenAI tools in this course to produce course materials or assignments in whole or in part. All work you submit for this course toward completion of course requirements must be your own original work done specifically for this course and without substantive assistance from others, including GenAI. Work you've completed for previous courses or are developing for other courses this term also should not be submitted for this course. In accordance with UO policy, if I believe you've handed in work created all or in part by GenAI, I will submit a report of suspected academic misconduct to the Office of Student Conduct and Community Standards for that office to make a determination of responsibility and, if warranted, assess a grade penalty. If you have any questions or doubts, please ask!

Grading Policy

If you are concerned about something pertaining to the course in general (or anything else), feel free to visit me during office hours or make an appointment to speak with me. If you have a specific concern about the way a paper or a particular answer on an exam was graded, here is the policy on how to respond: (1) You must wait 24 hours before responding; then (2) briefly outline your concerns in writing (i.e., explain why you think the grade is incorrect), and submit this and your exam to me for reconsideration. I will get back to you with my response, also in writing, as soon as possible. Please do not hesitate to do this; you have every right to look out for your own interests!

A general grading rubric is available to you on Canvas. Please also see the detailed assignment guidelines that you receive for this course for information about grading. Please remember that it is easy to keep track of your grades, assignments, and other important information on the Canvas site set up for this class.

Grading Scale

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

The A+ grade is not given in this course.

I “round up” at the 0.5 (for example, a 93.4 = an A- grade, but a 93.5 = an A grade).

For P/NP students: Please note undergraduate students must achieve 70% and graduate students must achieve 80% to receive a “P” for this course.

- **A grade:** signifies an exceptional level of achievement. The student shows a superb command of the material and the ability to apply it at many different levels. A+ grades are not given in this course.
- **B grade:** signifies a good but not exceptional level of achievement. The student shows a grasp of the material and the ability to apply it at several but not all levels.
- **C grade:** signifies a modest level of achievement. The student shows some mastery of the material and a narrow range of application.
- **D grade:** signifies inadequate understanding of the material. This is a non-passing grade. Students will earn university credit, but course credit will not satisfy major or minor core requirements.
- **F grade:** signifies that major parts of the coursework were not completed or, if completed, show very little mastery of course material and learning objectives. Student does not earn course credit.
- **Y grade:** signifies no basis for grade.
- **I grade:** signifies that a small, but important part of the course was unfinished.
- **P grade:** indicates a passing grade, when a student has earned a letter grade of C- or better.
- **N grade:** indicates a non-passing grade, when a student has earned a letter grade of D or lower.

Incomplete Policy

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.” Nothing about receiving an “I” grade is automatic; there is a lot of paperwork involved. See <https://registrar.uoregon.edu/current-students/incomplete-policy>

University Policies

Accessible Education

The University of Oregon and I are dedicated to fostering inclusive learning environments for all students and welcomes students with disabilities into all of the University's educational programs. The Accessible Education Center (AEC) assists students with disabilities in reducing campus-wide and classroom-related barriers. If you have or think you have a disability (<https://aec.uoregon.edu/content/what-disability>) and experience academic barriers, please contact the AEC to discuss appropriate accommodations or support. Visit 360 Oregon Hall or aec.uoregon.edu for more information. You can contact AEC at 541-346-1155 or via email at uoaec@uoregon.edu.

Accommodations for Religious Observances

The University of Oregon respects the right of all students to observe their religious holidays, and will make reasonable accommodations, upon request, for these observances. If you need to be absent from a class period this term because of a religious obligation or observance, please fill out the [Student Religious Accommodation Request fillable PDF form](#) and send it to me within the first weeks of the course so we can make arrangements in advance.

Campus Resources to Support Your Well-Being

The University of Oregon offers many services to help students successfully resolve problems and reach their professional and personal goals. Some of these services include the UO Career Center, Conflict Resolution Services, Counseling and Testing Center, Accessible Education Center, Diversity Education and Support, Health Center, LGBT Education and Support Services; Men's Center, Nontraditional Student Programs, Office of Multicultural Academic Success, Office of the Dean of Students, Teaching and Learning Center, and Women's Center. Please take advantage of these services if they might be useful to you.

Being able to meet your basic needs is foundational to your success as a student at the University of Oregon. If you are having difficulty affording food, don't have a stable, safe place to live, or are struggling to meet another need, visit the [UO Basic Needs Resource page](#) for information on how to get support. They have information food, housing, healthcare, childcare, transportation, technology, finances (including emergency funds), and legal support. If your need is urgent, please contact the Care and Advocacy Program by calling 541-346-3216, filling out the [Community Care and Support form](#), or by [scheduling an appointment](#) with an advocate.

University Health Services help students cope with difficult emotions and life stressors (mental health and wellness). 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; see health.uoregon.edu/ducknest) 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).

Respect for Diversity

You can expect to be treated with respect in this course. Both students and your instructor(s) enter with many identities, backgrounds, and beliefs. Students of all racial identities, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, citizenship statuses, ability and other visible and non-visible differences belong in and contribute to this class and this discipline. All students are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

Class rosters are provided to instructors with students' legal names. Please let me know if the name or pronouns I have for you are not accurate. It is important to me to address you properly.

Please let me know if aspects of the instruction, course design, or class activities undermine these principles in any way. For additional assistance and resources, you may also consider contacting the [Division of Equity and Inclusion through their website](#) or by phone (at 541-346-3175), or the [Center for Multicultural Academic Excellence through their website](#) or by phone (at 541-346-3479).

Inclusion Statement

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.

- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Course content, class discussions, projects and activities, and assignments for this class rest on an assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, gender identity or expression and other considerations) both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences. If you believe you have been the target of or a witness to harassment, bias, or discrimination, you may report this (anonymously, if desired) to the Bias Response Team at <http://bias.uoregon.edu> or brt@uoregon.edu

Academic Integrity

The University Student Conduct Code (available on the [Student Conduct Code and Procedures webpage](#)) 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 the Libraries' [Citation and Plagiarism page](#).

Academic Integrity for Remote Exams

To keep this course as accessible as possible to everyone, the exams that undergraduate students complete for this course will be completed remotely, on Canvas. I will ask you to certify that your exams and assignments are your own work. Exams (Canvas quizzes) are timed. I will adjust times to support students with accommodations through the Accessible Education Center. If a technological glitch disrupts your exam, don't panic. Take a photo to document the error message you're receiving and then email or me. Detailed information and guidelines regarding each remote exam will be given in a timely manner throughout the term.

Student Experience Surveys

The midway and end-of-term Student Experience Surveys will be conducted during Week 4 and Week 10. These are important opportunities to provide feedback about your learning experiences. I value this feedback and am continually improving the course with students' responses in mind. The key parts of the survey are the open-ended questions where you share concrete, actionable feedback and about the teaching practices that stand out to you. Thank you for your thoughtful reflections!

Sexual Violence, Harassment and Survivor Support

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

Mandatory Reporter Status

With regard to Mandatory Reporter Status, I am officially an "assisting employee." For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit safe.uoregon.edu for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at [UO's How to Get Support webpage](#). I am a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).

Academic Disruption due to Campus Emergency

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

Inclement Weather

It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated as described on the Inclement Weather webpage.

Important University Dates for Winter Term 2024

- January 13 – last day to drop classes without a W
- January 15 – last day to register/add classes
- January 15 – Martin Luther King Jr. holiday (no classes)
- February 25 – last day to withdraw from classes

Course Information

General Course Structure

The general weekly format of the course will be assigned readings, interactive lectures, student presentations, and in-class activities and discussions. This course is structured by weekly discussion topics. It is expected that you complete the assigned weekly readings prior to the Tuesday class session each week. Please carefully review all the information on Canvas about course logistics and assignment guidelines for this course. Course requirements differ significantly for graduate students and undergraduate students. I will provide weekly Monday morning announcements for everything you need to do to successfully complete this course throughout the term.

Course Requirements

The final grade will be determined by successful completion of course requirements as indicated below. Further details and guidelines for all requirements will be provided in class and will be made available on *Canvas*. **Please note that no late papers will be accepted**, except for university-approved extenuating circumstances. Unless otherwise specified, all papers should be submitted in 12-point Times New Roman font, double spaced, and with 1-inch margins. Please adhere to page length specifications.

When assignments are due, please submit them on paper in class unless otherwise indicated in the assignment guidelines. If you are absent that day or if you have difficulty printing your paper, please send me your assignment as an email attachment (send it to pdewey@uoregon.edu) on the due date.

You will receive detailed written assignment guidelines for all your assignments and exams.

Undergraduate Students – Course Requirements

Your Exams = 45% of your total course grade

Undergraduate students will take a midterm exam and a comprehensive final exam. These exams will be timed, open-book, online Canvas exam consisting of multiple choice, T/F, fill-in-the-blank, short answer, and short essay questions. These exams will test your knowledge and comprehension of concepts, terms, theories, ideas, and professional practices discussed in your assigned course readings and in class.

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| Midterm Exam | 15% |
| Comprehensive Final Exam | 30% |

Your Assignments and Class Engagement – 55% of your total course grade

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|----------------------------|------------|
| Term Research Paper | 20% |
|----------------------------|------------|

You will complete and submit a research paper on a relevant topic of interest to you. Please see detailed assignment guidelines.

Undergraduate Research Panel Presentation **5%**

You will give a short presentation to the class on your research paper and be prepared to answer questions and discuss your research topic in further detail. Please see detailed assignment guidelines.

Group Program Profile Presentation **20%**

You will be assigned to a student group that will present real-life program profiles that exemplify the use of the arts in supporting the goals being discussed each week. Please see detailed assignment guidelines.

Class Participation **10%**

Attendance at all class sessions is expected, is taken, and will count toward your final class grade. Please refer to the detailed class absences policy for this course. Missing four (4) or more class sessions will result in a significant penalty on your final, total course grade. This 10% of your total class grade tracks the nature of your active, professional participation in this course. If you're in class, obviously prepared with readings and course content, engaged in in-class learning activities, asking good questions, and supporting your classmates' learning, you'll receive what averages out to 1% per week of class participation points.

Graduate Students – Course Requirements

Your Research = 70% of your total course grade

Graduate students will individualize their course experience by focusing on in-depth research on a topic of individual interest. This course will provide a robust opportunity to develop your graduate-level research, writing, and presentation skills.

Midterm Book Review **20%**

You will select one recent scholarly book on a relevant topic of interest and complete a book review. Please see detailed assignment guidelines.

Term Research Paper **40%**

You will complete and submit a robust research paper on a relevant topic of interest to you. Please see detailed assignment guidelines. 5% for detailed proposal; 35% for final paper.

Graduate Research Presentation **10%**

You will give a formal academic presentation to the class on your research paper and be prepared to answer questions and discuss your research topic in further detail. Please see detailed assignment guidelines.

Your Class Engagement – 25% of your total course grade

Group Program Profile Presentation **20%**

You will be assigned to a student group that will present real-life program profiles that exemplify the use of the arts in supporting the goals being discussed each week. Please see detailed assignment guidelines.

Class Participation

10%

Attendance at all class sessions is expected, is taken, and will count toward your final class grade. Please refer to the detailed class absences policy for this course. Missing four (4) or more class sessions will result in a significant penalty on your final, total course grade. This 10% of your total class grade tracks the nature of your active, professional participation in this course. If you're in class, obviously prepared with readings and course content, engaged in in-class learning activities, asking good questions, and supporting your classmates' learning, you'll receive what averages out to 1% per week of class participation points.

Course Materials

All required readings for this course in Winter Term 2024 will be available to you as URLs and PDF downloads on the Canvas site for this course.

Course Schedule of Topics, Required Readings, and Assignments

Week 1: Introduction to *The Arts in Society*

Learning Objective: In this first week of the term, you will be introduced to this course and to each other. All detailed course assignment guidelines will be provided and clarified in class. In-class sessions will investigate foundational concepts that are essential for understanding the arts and culture sector of society, and also for exploring cross-sector arts programs that result in demonstrable social and economic impacts.

To do this week: read and view all introductory information on Canvas. Complete the assigned readings for Week 1 and participate in the class sessions.

Assigned Readings

For all students:

- **W1-1** Americans for the Arts (2016). *Statement on cultural equity*. Washington, DC: Author.
- **W1-2** Cherbo, J. M, Vogel, H. L., & Wyszomirski, M. J. (2008). Toward an arts and creative sector. In J. M. Cherbo, R. A. Stewart, & M. J. Wyszomirski (Eds.), *Understanding the arts and creative sector in the United States* (pp. 9-27). New Brunswick, N.J.: Rutgers University Press.
- **W1-3** Jackson, M. R. (2008). Art and cultural participation at the heart of community life. In J. M. Cherbo, R. A. Stewart, & M. J. Wyszomirski (Eds.), *Understanding the arts and creative sector in the United States* (pp. 92-104). New Brunswick, N.J.: Rutgers University Press.
- **W1-4** National Endowment for the Arts (2012). *How art works: The National Endowment for the Arts' five-year research agenda, with a system map and measurement model*. Washington, DC: Author.

+ *For graduate students (and optional for undergraduate students):*

- **GW1-1** Ostrower, F. (2008). Multiple motives, multiple experiences: The diversity of cultural participation. In S. J. Tepper & B. Ivey (Eds.), *Engaging art: The next great transformation of America's cultural life* (pp. 85-102). New York: Routledge.

- **GW1-2** United Nations Educational, Scientific, and Cultural Organization (UNESCO). (2005). *Convention on the protection and promotion of the diversity of cultural expressions*. Paris, France: Author.

+ *Optional for all students (highly recommended for graduate students):*

- Dewey, J. (1934). *Art as experience*. New York: Perigee Books. (E-book available through UO library)

Class 1 on January 9

Welcome and Introduction to the Course

Lecture/Discussion Topic: **Introduction to The Arts in Society**

Introduction to the AFTA Social Impact Explorer: <https://ww2.americansforthearts.org/explorer>

Class 2 on January 11

Lecture/Discussion Topic: **Conceptualizing the Social Impact of “The Arts”**

To do for Week 2: read assigned readings for Week 2. Meet individually with Prof. Lambert to discuss your research topic interest areas.

Week 2: Understanding the Instrumental Benefits of Arts Participation

Learning Objective: This week, we will develop essential theoretical foundations and conceptual maps for the analytical work you will be doing throughout the term. We will discuss modalities of arts and culture participation, NEA arts participation data, research on intrinsic and instrumental benefits of the arts, and logic models that can be used for planning and evaluating cross-sector outcomes.

To do this week: complete assigned readings and participate in class sessions.

Assigned Readings

For all students:

- **W2-1** The American Assembly. (2000). The arts and the public purpose. In G. Bradford, M. Gary, & G. Wallach (Eds.), *The politics of culture* (pp. 64-70). New York: The New Press.
- **W2-2** *Gifts of the Muse* two-page executive summary document available on Canvas
- **W2-3** Wyszomirski, M. J. (2000). Raison d’etat, raisons des arts: Thinking about public purposes. In J. M. Cherbo, & M. J. Wyszomirski, (Eds.), *The public life of the arts in America* (pp. 50-78). New Brunswick, N. J.: Rutgers University Press.

+ *For graduate students (and optional for undergraduate students):*

- **GW2-1** McCarthy, K. F., Ondaatje, E.H., Zakaras, L., & Brooks, A. (2004). *Gifts of the muse: Reframing the debate about the benefits of the arts*. Santa Monica, CA: RAND Corporation.
- **GW2-2** Novak-Leonard, J. L., & Brown, A. S. (2011). *Beyond attendance: A multi-modal understanding of arts participation*. Washington, DC: National Endowment for the Arts.

DUE: Monday, January 15 at 12:00 noon

All students should complete the short survey on Canvas to indicate your interest areas for your Program Profiles Presentation team assignment (Week 3-9). If you don’t indicate your interest areas, I’ll assign you wherever teams still need members.

Class 3 on January 16

Lecture/Discussion Topic: **Public Participation in the Arts**

Assignments made for students' Program Profile Presentation teams.

Class 4 on January 18

Lecture/Discussion Topic: **Instrumental Values and Benefits of the Arts**

To do for Week 3: read assigned readings for Week 3. Meet individually with Prof. Lambert to discuss your research topic interest areas.

Week 3: The Arts and Health

Learning Objective: This week, we will explore how arts programs and initiatives can be designed to achieve explicit health and well-being outcomes.

To do this week: complete assigned readings and participate in class sessions.

DUE: Tuesday, January 23 at 2:00 pm

Graduate Students – The book title you've selected for your Midterm Book Review (submit on Canvas)

Undergraduate Students – Your term paper research topic form (bring printed copy to class, please)

Assigned Readings

For all students:

- **W3-1** National Organization for Arts in Health (NOAH). (2017). *Arts, health, and well-being in America*. San Diego, CA: Author.
- **W3-3** Slater, J. K. (2016). Evaluating the arts in healthcare program. In Lambert, P. D. (Ed.), *Managing arts programs in healthcare* (pp. 139- 154). New York: Routledge.
- **W3-3** Sonke, J., Golden, T., Francois, S., Hand, J., Chandra, A., Clemmons, L., Fakunle, D., Jackson, M. R., Magsamen, S., Rubin, V., Sams, K., & Springs, S. (2019). *Creating healthy communities through cross-sector collaboration*. University of Florida Center for Arts in Medicine /ArtPlace America.

+ *For graduate students (and optional for undergraduate students):*

- **GW3-1** Fancourt, D., & Finn, S. (2019). *What is the evidence on the role of the arts in improving health and well-being?: A scoping review*. Copenhagen, Denmark: World Health Organization Regional Office for Europe.
- **GW3-2** Hanna, G., Rollins, J., & Lewis, L. (2017). *Arts in medicine literature review*. Seattle, WA: Grantmakers in the Arts.

Class 5 on January 23

Lecture/Discussion Topic: **Arts in Health**

Class 6 on January 25

Discussion Topic: **Program Profiles Presentation and Discussion (Student Team 1)**

To do for Week 4: read assigned readings for Week 3. Meet individually with Prof. Lambert to discuss developing your research topic as a successful term paper.

Week 4: The Arts and Aging

Learning Objective: Building on Week 3, we will study how arts programs can be designed and implemented to achieve health, well-being, and lifelong learning outcomes in adults over the age of 60.

To do this week: read assigned readings for Week 4 and participate in class sessions.

Assigned Readings

For all students:

- **W4-1** Hanna, G. P. (2016). Arts, health, and aging. In Lambert, P. D. (Ed.), *Managing arts programs in healthcare* (pp. 190-201). New York: Routledge.
- **W4-2 and W4-3** Lambert, P. D., Blandy, D., & Wyszomirski. (20214). *Arts in healthy aging*. Oxford, UK: Oxford University Press. – Proof copies of [Chapter 4](#) and [Chapter 10](#) available on Canvas

+ *For graduate students (and optional for undergraduate students):*

- **GW4-1** Boyer, J. M. (2017). *Creativity matters: The arts and aging toolkit*. New York: National Guild of Community Schools of the Arts.

Monday, January 29 at 12:00 noon – Midterm Exam guidelines (for undergraduate students) open on Canvas.

DUE: Tuesday, January 30 at 2:00 pm

Graduate Students – Your research paper topic proposal (see detailed guidelines/requirements, and please bring printed copy to class)

Class 7 on January 30

Lecture/Discussion Topic: **Arts in Healthy Aging**

Class 8 on February 1

Discussion Topic: **Program Profiles Presentation and Discussion (Student Team 2)**

To do for Week 5: read assigned readings for Week 5. Undergraduate Students: take Midterm Exam on Canvas. Graduate Students: complete Midterm Book Review paper.

Midterm Exam opens on Canvas on Friday, February 2 at 8:00 am.

Week 5: The Arts and (Youth) Education

Learning Objective: In Week 5, we explore how the arts are used to achieve educational outcomes. In class, we'll focus on K-12 public school educational contexts, but students are welcome to look into many diverse forms of arts-based education programs and services for young people aged 5 to 18.

To do this week: read assigned readings for Week 5 and participate in class sessions.

Assigned Readings

For all students:

- **W5-1** Gibas, T. (2015). Arts & K-12 education. In C. Lord (Ed.). *Arts & America: Arts, culture, and the future of America's communities*. Washington, DC: Americans for the Arts.

- **W5-2** Modrick, J. E. (2011). Through, with, and in the arts in education. In M. Brindle & C. DeVereaux (Eds.), *The arts management handbook: New directions for students and practitioners*. New York: M. E. Sharpe.
- **W5-3** National Coalition for Core Arts Standards. (n.d.). *National core arts standards: A conceptual framework for arts learning*. Read this document, and also review the National Core Arts Standards online at www.nationalartsstandards.org

+ For graduate students (and optional for undergraduate students):

- **GW5-1** Bertling, J. G., & Moore, T. C. (2021). The U.S. K-12 art education curricular landscape: A nationwide survey. *Studies in Art Education*, 62(10): 23-46. DOI 10.1080/00393541.2020.1858007

DUE: Monday, February 5 at 12:00 noon

Undergraduate Students – Midterm Exam on Canvas

DUE: Tuesday, February 6 at 2:00 pm

Graduate Students – Midterm Book Review (bring printed copy to class, please)

Class 9 on February 6

Lecture/Discussion Topic: **The Arts and Youth Education**

Class 10 on February 8

Discussion Topic: **Program Profiles Presentation and Discussion (Student Team 3)**

To do for Week 6: read assigned readings for Week 6. Work on your term paper. Meet individually with Prof. Lambert to discuss researching your topic.

Week 6: The Arts, Religion, and Spiritual Well-Being

Learning Objective: In Week 6, we'll explore how the long legacy of arts programming in churches manifests as opportunities for arts programs in present-day faith-based communities.

To do this week: Complete assigned readings and participate in class sessions. Work on your term paper.

Assigned Readings

For all students:

- **W6-1** Paglia, C. (2007). Religion and the arts in America. *Arion* 15(1): 1-20.
- **W6-2** Viladesau, R. (2014). Aesthetics and religion. In F. B. Brown (Ed.), *The Oxford handbook of religion and the arts* (pp. 25-43). Oxford, UK: Oxford University Press.
- **W6-3** Wuthnow, R. (2003). *All in sync: How music and art are revitalizing American religion*. Berkeley, CA: University of California Press. Chapter 5: “The Joy of Worship: Expression and Tradition in Congregational Life (pages 134-182).

+ For graduate students (and optional for undergraduate students):

- **GW6-1** Brown, F. B. (2014). Musical ways of being religious. In F. B. Brown (Ed.), *The Oxford handbook of religion and the arts* (pp. 109-129). Oxford, UK: Oxford University Press.

Class 11 on February 13

Lecture/Discussion Topic: **The Arts, Religion, and Spiritual Well-Being**

Class 12 on February 15

Lecture/Discussion Topic: **Program Profiles Presentation and Discussion (Student Team 4)**

To do for Week 7: read assigned readings for Week 7. Work on your term paper. Meet individually with Prof. Lambert to discuss researching your topic.

Week 7: The Arts and Prisons

Learning Objective: This week we'll look at diverse opportunities, challenges, and program designs in which the arts are used to support incarcerated people.

To do this week: Complete assigned readings for Week 7 and participate in class sessions. Work on your term paper.

Assigned Readings

For all students:

- **W7-1** Littman, D. M. & Silva, S. M. (2020). Prison arts program outcomes: A scoping review. *The Journal of Correctional Education*, 71(3): 54-82.
- *Mass Incarceration: The Whole Pie* – please explore this report online: <https://www.prisonpolicy.org/reports/pie2023.html>
- *Prison Arts Resource Project* – please explore this resource online: <https://scancorrectionalarts.org/>
- **W7-2** Tannenbaum, J. (2015). Arts, prisons, and rehabilitation. In C. Lord (Ed.). *Arts & America: Arts, culture, and the future of America's communities*. Washington, DC: Americans for the Arts.

+ *For graduate students (and optional for undergraduate students):*

- **GW7-1** Brewster, L. (2014). The impact of prison arts programs on inmate attitudes and behavior: A quantitative evaluation. *Justice Policy Journal* 11(2): 1-28.

Class 13 on February 20

Lecture/Discussion Topic: **The Arts, Incarceration, and Rehabilitation**

Class 14 on February 22

Undergraduate panel group assignments for Week 10 presentation are made in class.

Lecture/Discussion Topic: **Program Profiles Presentation and Discussion (Student Team 5)**

To do for Week 8: read assigned readings for Week 8. Work on your term paper. Meet individually with Prof. Lambert to discuss researching your topic. Meet individually with Prof. Lambert for feedback on paper draft(s).

Week 8: The Arts and Tourism

Learning Objective: Cultural tourism is an enormous field within tourism, which is actually the largest industry in the world. We'll look specifically at tourism policies, programs, and practices that engage the arts.

To do this week: read assigned readings for Week 8 and participate in class sessions. Work on your term paper.

Assigned Readings

For all students:

- **W8-1** Mandala, L. (2015). Arts, tourism & cultural diplomacy. In C. Lord (Ed.), *Arts & America: Arts, culture, and the future of America's communities*. Washington, DC: Americans for the Arts.
- **W8-2** McKercher, B. & du Cros, H. (2009). *Cultural tourism: The partnership between tourism and cultural heritage management*. New York: Routledge. (Chapters 1, 2, and 3, pages 1-42).
- **W8-3** Throsby, D. (2010). *The economics of cultural policy*. Cambridge, UK: Cambridge University Press. (Chapter 8: Cultural Tourism, pages 146-156).

+ For graduate students (and optional for undergraduate students):

- **GW8-1** Hargrove, C. (2014). *Cultural tourism: Attracting visitors and their spending*. Washington DC: Americans for the Arts.
- **GW8-2** UNWTO Publications. (2018). *Tourism and Culture Synergies*.
- **GW8-2** World Travel & Tourism Council. (August 2022). *Travel & Tourism Economic Impact 2022*.

Class 15 on February 27

Lecture/Discussion Topic: **Arts and Cultural Tourism**

Class 16 on February 29

Lecture/Discussion Topic: **Program Profiles Presentation and Discussion (Student Team 6)**

To do for Week 9: read assigned readings for Week 9. Work on your term paper. Meet individually with Prof. Lambert for feedback on paper draft(s).

Week 9: The Arts, International Diplomacy, and Cross-Cultural Understanding

Learning Objective: The arts have long been used as a tool of international relations and to support cross-cultural understanding among groups of people. Week 9 will explore the role of the arts in facilitating domestic and international diplomacy.

To do this week: read assigned readings for Week 9 and participate in class sessions.

Assigned Readings

For all students:

- **W9-1** British Council and International Cultural Relations. (2021). *Soft power and cultural relations institutions in a time of crisis*.
- **W9-2** Durrer, V., Henze, R., & Ross, I. (2016). Approaching an understanding of arts and cultural managers as intercultural brokers. *Arts Management Quarterly*, 124: 25-30.
- **W9-3** Nye, Jr., J. S. (2008). Public diplomacy and soft power. *The Annals of the American Academy of Political and Social Sciences*, 616: 94-109.
- **W9-4** Zaharna, R. S. (2012). The cultural awakening in public diplomacy. *CPD Perspectives on Public Diplomacy, Paper 4*. Los Angeles, California: Figueroa Press.

+ For graduate students (and optional for undergraduate students):

- **GW9-1** Fullman, A. R. (2011). *Backyard diplomacy: Prospects for international arts engagement by local arts agencies*. Washington, DC: Americans for the Arts.
- **GW9-2** Grincheva, N. (2023). The past and future of cultural diplomacy. *International Journal of Cultural Policy*. DOI 10.1080/10286632.2023.2183949

Class 17 on March 5

Lecture/Discussion Topic: **The Arts, International Diplomacy, and Cross-Cultural Understanding**

Wednesday, March 6 at 12:00 noon – Final Exam guidelines (for undergraduate students) open on Canvas.

DUE: Thursday, March 7 at 2:00 pm

Undergraduate Students – Final Research Paper (bring printed copy to class, please)

Class 18 on March 7

Lecture/Discussion Topic: **Program Profiles Presentation and Discussion (Student Team 7)**

To do for Week 10: Finalize your research presentation for Week 10. Undergraduate students: study for final exam. Graduate students: finalize your final research paper for submission.

Week 10: Student Research Presentations

Learning Objective: Following detailed guidelines, undergraduate students will present their individual research as members of assigned panel presentations. Students should be prepared to answer questions and discuss their term paper research in detail. The in-class class sessions this week are mandatory for undergraduate students but optional for graduate students. Graduate students will present their research in a separately-scheduled session.

To do this week: Actively engage in the final research presentations in the class sessions this week.

No Additional Assigned Readings in Week 10.

Class 19 on March 12

Undergraduate research panel presentations and discussion. Optional attendance for graduate students.

DUE: Thursday, March 14 at 2:00 pm

Graduate Students – Final Research Paper (bring printed copy to class or to Hendricks Hall, please)

Class 20 on March 14

Undergraduate research panel presentations and discussion. Optional attendance for graduate students.
Course wrap-up.

Final Exam opens on Canvas on Friday, March 15, 2023 at 8:00 am.

EXAM WEEK

Undergraduate Students Only

You have a comprehensive final exam. See detailed exam guidelines on Canvas.

Please note that our “official” final exam period for this course in winter term 2024 is Monday, March 18 at 12:30 pm, but I’m extending the deadline for your exam work to be submitted to 5:00 pm that day.

Late submissions will NOT be accepted during Exam Week.

DUE: Monday, March 18 by 5:00 pm on Canvas

Graduate Students Only

Final exam time period for final individual research presentations:

Monday, March 18, 2024 from 12:30 to 3:30 pm *(time and location to be confirmed)*

Mandatory for graduate students; optional for undergraduate students.
