

LEAP 200

ADVOCACY IN THE VISUAL AND PERFORMING ARTS

INSTRUCTOR INFORMATION

Instructor: Richard Andrews

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Communication Policy: Responses to emails will be provided within 36 hours.

PREREQUISITES FOR COURSE

N/A: There are no prerequisites for this course.

COURSE DESCRIPTION & OBJECTIVES

Course Description:

The course meets the All University Core Curriculum (AUCC) criteria for Social and Behavioral Sciences by providing students with learning about government and non-governmental institutions that have an impact on daily life through policies and laws relating to arts, culture, and education.

The course covers learning about the importance of the role of advocacy for the arts, issues of censorship, public funding, arts education, and artists' advocacy through the arts.

Course Objectives:

Core learning objectives, or competencies that are supported by this course include:

- Articulate to self and others the importance of the arts and culture in human society
- Identify ethical issues that arise in arts and culture management, policy, and advocacy and how to address them
- Write effectively for a variety of purposes and audiences in relation to the arts and cultural policy
- Explain the public-policy process
- Identify key policy issues relating to the arts and culture
- Analyze, interpret and explain arts- and culture-advocacy efforts
- Demonstrate basic evaluation skills



- Perform basic research and planning needed to successfully engage in community projects for the betterment of individuals and community

TEXTBOOK / COURSE READINGS

Public Policy: Politics, Analysis, and Alternatives. Michael E. Kraft and Scott R. Furlong. CQ Press. ISBN-13: 978-1544374611.

Please rent the eBook from VitalSource **here** (https://www.vitalsource.com/products/public-policy-michael-e-kraft-scott-r-v9781544374598?duration=90&gclid=EAlaIQobChMI-eeG9Z2t6wIVERitBh2VOgwrEAQYASABEgL05_D_BwE). The most recent 7th edition is the best choice, but the earlier 6th edition (in print or eBook formats) is also OK.

Arts Entrepreneurship: Creating a New Venture in the Arts. Richard S. Andrews. Routledge. ISBN-13: 978-1138889743

Available in eBook and print editions **here** (https://www.amazon.com/Arts-Entrepreneurship-Creating-New-Venture-ebook-dp-B07T1DNWYG/dp/B07T1DNWYG/ref=mt_other?_encoding=UTF8&me=&qid=1597963949)

COURSE MATERIALS & EQUIPMENT

N/A

COURSE SCHEDULE: (SEE CANVAS FOR DETAILS ON ASSIGNMENTS)

Pre-test 8 points

Module 1: Arts Policy and Arts Advocacy

Discussion: Class Introductions 10 points

Disc: Module Content 10 points

Disc: Definitions 10 points

Module 2: Public Policy and Policy Cycles in the Arts and Culture Sector

Disc: iCivics Game 10 points

Reflective Paper 20 points

Module 3: Government Institutions and Agenda Setting

Disc: Newspapers of Record 10 points
Reflective Paper 20 points

Module 4: How Policies are Made

Disc: Arts Policy 10 points
Newspaper of Record 10 points

Module 5: Policy Analysis

Disc: Policy Analysis 10 points
Quiz #1 37 points

Module 6: Policy Persuasion

Policy Brief Draft #1 10 points
Field Activity 20 points
Study Questions 40 points

Module 7: Government Agencies and Arts Funding

Disc: Government Agencies and Arts Funding 10 points
Newspaper of Record 10 points

Module 8: Arts Policy Controversies

Policy Quest 22 points
Reflective Paper 20 points

Module 9: Civic Engagement, Arts Policy, and Arts Advocacy

Disc: Civic Engagement, Arts Policy, and Arts
Advocacy 10 points
Quiz 2 43 points

Module 10: Working with Policy Alternatives

Disc: Alternative Solutions 10 points
Quiz 3 9 points

Module 11: The Arts and the Economy

Disc: Arts and the Economy 10 points



Policy Brief 1 – Final 20 points

Module 12: Censorship and the Arts

Disc: Censorship 10 points

Research Paper: Thesis, Introduction, and Outline 20 points

Module 13: Arts Policy Implementation

Disc: Sugar Land Cultural Policy

Implementation Plan 10 points

Module 14: Arts Education

Disc: The Arts and Education 10

Module 15: Cultural and Creative Industries

Disc: Cultural and Creative Industries 10 points

Quiz: Post-test 8 points

Research Paper 150 points

Module 16: Policy and Advocacy Review

Disc: Reflection 10 points

Policy Brief Assignment 2 20 points

Course Survey

TOTAL POINTS 1290

Assignment Details:

- Discussions – Responses to prompts are the focus of the course discussions and give you the opportunity to test ideas in a forum of fellow students. Feedback comes from the instructor and from other students commenting on your posts.
- Reflective Papers – These writing assignments are an opportunity to develop insight and articulate ideas about course material for instructor feedback.
- Quizzes – Course quizzes test your knowledge of course material based on readings and on core concepts.
- Policy Briefs (Drafts and Finals) – Learning is focused on the skills of advocacy and policy persuasion in short form documents. You will write two policy briefs.



- Newspaper of Record – These writing assignments are short papers that allow you to make connections between what you read in newspapers of record and what you’re learning in class.
- Field Activity – Pose the question, “What does the federal government do regarding arts and culture in the United States?” to yourself, a person you don’t know, someone in the field of arts and culture and someone in another field, and write a short paper about the responses.
- Study Questions – Respond to study questions using the information you’ve learned in the course.
- Policy Quest – The aim of this assignment is for you to learn about some of the important issues, events, and figures in the history of arts policy in the United States. At the same time, you will be gaining research skills that will help you improve your research capacity in this course and others.
- Research Paper and Drafts – This longer form paper is an opportunity to develop research skills and the ability to address issues through analysis and argumentation. You will have the opportunity to develop your paper with two minidrafts before submitting a final document.

PARTICIPATION/BEHAVIORAL EXPECTATIONS

Students successfully completing this course will earn three credits calculated on equivalency to in-classroom time of three hours and a minimum of two hours per credit per week of outside study for a total of nine hours minimum of time spent on this course. Note that some students may require more study time to ensure that they have adequately covered the material. To earn the highest grade in this course per the grade description provided below, students must have turned in all required assignments and earned the top grade for those assignments. There is no participation grade awarded that is independent of required assignments. Students are expected to participate in all course activities. If, due to illness or family emergency, a student is unable to participate, arrangements should be made with the instructor. The Make Up Policy for missed assignments is provided below.

Please review the [core rules of netiquette](#) for some guidelines and expectations on how to behave in an online learning environment.

COURSE POLICIES (LATE ASSIGNMENTS, MAKE-UP EXAMS, ETC.)

Make Up Work:

To do well in this course, students must do all required assignments. All assignments are due per the deadlines provided. Make-up work is due no more than one week after the student’s

circumstance has been resolved. If more time is needed, the student should consult with the instructor to make arrangements.

GRADING POLICY

Grade	Range
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in Canvas. With that said, I take my role as your instructor very seriously, and, in fact, I care about how well you do in this course and that you have a satisfying, rewarding experience.

To that end, it is my commitment to you to respond individually to the work you submit in this class and to return your work in a timely manner. (Smaller, weekly assignments and quizzes will be returned within 1 week) and major assignments, exams, and essays will be returned within 2 weeks. (If, however, due to unforeseeable circumstances, the grading of your work takes longer than the times I have listed here, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.)

ASSIGNMENT	GRADE POINTS	GRADE PERCENTAGE
Discussions	160	12%
Written assignments	350	27%
Quiz/exam	135	11%
Project	645	50%
Total:	1290	100 %

*Keep a copy of all work created for the course, including work submitted through Canvas course learning management system.

CANVAS INFORMATION & TECHNICAL SUPPORT

Canvas is the where course content, grades, and communication will reside for this course.

- Login: canvas.colostate.edu
- Support: info.canvas.colostate.edu



- For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#).
 - (970) 491-7276
 - help@colostate.edu

The [Technical Requirements](#) page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review [the Canvas Student Orientation](#) materials.

ACADEMIC INTEGRITY & CSU HONOR PLEDGE

This course will adhere to the CSU [Academic Integrity/Misconduct](#) policy as found in the General Catalog and the [Student Conduct Code](#).

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

Further information about Academic Integrity is available at CSU's [Academic Integrity - Student Resources](#).

UNIVERSAL DESIGN FOR LEARNING/ACCOMMODATION OF NEEDS

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from [The Student Disability Center](#) may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular



department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the SDC.

THIRD-PARTY TOOLS/PRIVACY

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

UNDOCUMENTED STUDENT SUPPORT

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

TITLE IX/INTERPERSONAL VIOLENCE

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

RELIGIOUS OBSERVANCES

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the [Religious Accommodation Request Form](#) and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

CSU PRINCIPLES OF COMMUNITY

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

DIVERSITY AND INCLUSION

The [Mission, Vision, and Focus](#) webpage of the Vice President for Diversity includes a comprehensive statement of CSU's commitment to diversity and inclusion.