

LEAP 600 – Arts Policy and Advocacy (3 cr.)

Fall 2013

W 5:30 – 8:00 pm Location: UCA 218

Instructor: Dr. Constance DeVereaux

Office Hours: T 3-5, W 4-5, and by appt.

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Catalog Description:

Examines artists as citizens and their intersection with public policy. The course also covers the implementation of arts advocacy through deeper understanding of the visual and performing arts.

Course Type: *Face-to-Face Instruction/Technology enhanced, meets once weekly for 2.5 hours.*

Required Texts:

Arts Policy Texts:

- *Art and Economics. Bruno Frey.*
- *Narrative, Identity, and the Map of Cultural Policy Constance DeVereaux and Martin Griffin. Ashgate (online)*
- *Visionaries and Outcasts. Michael Brenson.*
- *Rethinking Cultural Policy. Jim McGuigan. (online)*

Novels:

- *Ubik. Philip K. Dick (any edition)*

Other:

- *Other supplemental reading and multimedia as assigned, available through RamCT and/or on reserve in Morgan Library. For a full list of reading and multimedia materials for this course, see RamCT.*
 - (R) = RamCT
 - M = Morgan Library reserves

Learning Objectives:

By the end of the term, successful students will be able to:

- 1. Explain, in oral and written form, the public policy process as it relates to arts and culture.*
- 2. Conduct research on arts and culture issues for public policy purposes.*
- 3. Formulate a policy plan for advocacy and other purposes.*
- 4. Analyze existing policies for their effectiveness and make recommendations based on the analysis.*
- 5. Articulate and use theories underlying public policy processes and outcomes.*
- 6. Analyze existing research on arts and culture policy issues*
- 7. Apply advanced communication skills in an individual project presentation*
- 8. Apply ethical considerations to policy decisions*

In order to meet the above objectives, students will complete both graded and ungraded assignments. Completion of all assigned material, including readings, is required.

Course Content includes:

- 1. Effects of ideologies on arts and culture policy processes*
- 2. History of arts policy in the United States*
- 3. Comparative arts and cultural policy*
- 4. Censorship of artistic and cultural expressions by local, state, federal, and international government entities*
- 5. The effects of policy on funding for arts and culture*
- 6. The changing status of arts education in US public schools compared to other nation-states*
- 7. The role of the arts in building healthy communities*
- 8. Arts advocacy and arts activism*
- 9. Use of creative expression in civic dialogue*
- 10. Multiculturalism and cultural awareness*
- 11. Persuasive communication strategies in public policy and advocacy*
- 12. Research and policy analysis*

*D*escription and grading criteria for assignments is provided in RamCT. As a general guideline the following criteria applies:

- A = Greatly exceeds the requirements for assignments and demonstrates a high level of intellectual and practical input.
- B= Above average in fulfilling the requirements for assignments and demonstrates above average intellectual and practical input.
- C= Meets the minimum criteria for acceptable work; shows minimum effort to satisfy requirements with little intellectual input or practical application.
- D or F = Work that is unacceptable at the graduate level; does not meet minimum requirements of the assignment in question or for graduate work in general.

Completed work turned in to the professor should be professional in appearance and content.

Graded Assessments:

<i>Portfolio</i>	20%
<i>Oral presentation</i>	20%
<i>Research papers (2)</i>	30%
<i>Policy Briefs</i>	25%
TOTAL	100%

Requirements for the above assignments are outlined in detail in RamCT. Students are encouraged and welcomed to seek additional input on assignment requirements and standards from the instructor.

Weekly Topics and Assignments:

	Topics	Readings	Due
Week 1 8/28	Course introduction	<ul style="list-style-type: none"> • <i>"Arts and Cultural Policy"</i> (R) 	Field activity
Week 2 9/4	Histories of cultural policy	<ul style="list-style-type: none"> • <i>"The History and Theory of Cultural Policy"</i> (R) • <i>"Public Art"</i> (M) 	
Week 3 9/11	The role of federal government in arts and cultural policies Designing research for policy and advocacy	<ul style="list-style-type: none"> • <i>"Federal Art and National Culture"</i> (R) • <i>How to do Survey Research</i>(R) 	Survey questionnaire
Week 4 9/18	Arts and the economy 1	<ul style="list-style-type: none"> • <i>"The Arts in the World Economy"</i> (R) 	Policy Brief 1 (draft 1)
Week 5 9/25	Governments and their legitimacy Underpinnings of liberalism in government	<ul style="list-style-type: none"> • <i>Leviathan</i> (R) • <i>Treatise on Human Nature</i>(R) 	Policy Quest Article précis
Week 6 10/2	Philosophical underpinnings of contemporary public policy ideology	<ul style="list-style-type: none"> • <i>Utilitarianism</i>(R) 	Policy Brief 1 (final) Film: Max
Week 7 10/9	The role (and misconceptions) of artists Government support for the arts	<ul style="list-style-type: none"> • <i>Visionaries and Outcasts</i> • <i>"Arguing for Government Support"</i> (R) 	Press Release Policy Brief 2 (draft)
Week 8 10/16	New trends and critiques of cultural policy	<ul style="list-style-type: none"> • <i>Rethinking Cultural Policy</i> (R) 	Research Paper Thesis Policy Process Diagram
Week 9 10/23	Philosophical underpinnings of contemporary public policy ideology (cont.)	<ul style="list-style-type: none"> • <i>Foundation for the Metaphysics of Morals</i>(R) 	Research Critique
Week 10 10/30	Art and the economy 2	<ul style="list-style-type: none"> • <i>Art and Economics</i> • <i>"Changing Philosophies"</i> (R) • <i>"Corporate Culture: Public Culture"</i> (R) 	Mock Interviews
Week 11 11/6	Comparing US and UK support systems for the arts	<ul style="list-style-type: none"> • <i>"Enterprise Culture in British Arts Policy"</i> (R) • <i>"The American System for Support of the Arts"</i> (R) 	Research Paper 2 (draft)
Week 12 11/13	Arts and education	<ul style="list-style-type: none"> • <i>"Changing Dynamics"</i> (R) • <i>"Education and Art in the Community?"</i> (R) • <i>"Tax Legislation"</i> (R) 	Policy Brief 2 (final)
Week 13 11/20	Cultural industries Power and policy in the arts	<ul style="list-style-type: none"> • <i>"The State and the Arts"</i> (R) • <i>"The Culture Industries"</i> (R) 	Annotated Bibliography Film: Fahrenheit 451
Week 14 11/27	Fall recess	Fall recess	Fall recess
Week 15 12/4	Presentations	<ul style="list-style-type: none"> • <i>Ubik</i> 	Presentations
Week 16	Contemporary theories and	<ul style="list-style-type: none"> • <i>Once Upon a Time in a Globalized</i> 	Completed Survey

12/11	applications	World (M)	Film: The Mouse That Roared
Finals Week 10/18	Final paper	Final paper	Research Paper 2(final) Portfolio (final)

Please note: Life and learning are dynamic by nature. Changes in the course schedule may become necessary as the semester progresses. Such changes will be announced to students either in class or on RamCT.

For CSU Policies and Guiding Principles, see

<http://catalog.colostate.edu/Content/files/2012/FrontPDF/1.6POLICIES.pdf>

Additional Information:

Important Dates:

Drop/Add Deadlines: August 30 (Restricted Drop); Sept. 11 (Close of registration)

Course Withdrawal deadline: October 21

Assignments and Readings:

Check RamCT regularly for posted assignments on the course schedule. You can expect a good deal of outside reading and homework for this graduate course. Organize your time wisely and pace yourself. You are expected to have readings and assignments completed prior to the class for which they are assigned. The goal of assignments and in-class discussions is to reinforce and evaluate class readings. Writing is to be done at a graduate level, with logical structure and impeccable formatting, grammar, spelling, and attention to detail, both within the body of text and in citations. If you find yourself unable to attend class for a legitimate emergency, make sure assignments are submitted via e-mail prior to class time. Late homework will be accepted up to two weeks beyond due date. After two weeks, no work will be accepted. No late work will be accepted after the last day of regular classes regardless of the original date due.

Attendance: *As a graduate student you are responsible for your time. If you must miss a class it is your responsibility to make sure that all due work has been turned in and that you are informed about all activities and materials covered during your absence. Further, it is your responsibility to make sure that you are fully prepared for the next class meeting following your absence.*

Disabilities: *If you qualify for accommodations because of a disability, please submit a letter to me from RDS in a timely manner so that your needs can be addressed. Resources for Disabled Students*

determines accommodations based on documented disabilities. Contact: 970-491-6385, 100 General Services Bldg, <http://rds.colostate.edu/>.

Religious Observances: Participation in religious observances may provide a legitimate reason for absence. I will make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or attendance. In this class, a written request one week in advance is necessary for an excused absence for a religious obligation or observance.

Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Honor Code: This course adheres to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code. All students are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct will be reported. Students who are found to be in violation of the academic integrity policy may be subject to both academic sanctions from the faculty member (loss of grade on an assignment to failing the course) and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). The official CSU Academic Integrity website can be accessed at <http://tilt.colostate.edu/integrity/>.

COURSE FAQs

Yikes!

I haven't been in school for a while. What if I find this course too tough?

As your instructor, my only assumption is that you are taking this course because you are interested in acquiring knowledge and skills you don't already possess. A number of studies (Atkinson, 1958; Locke, 1968; Mento, Locke, and Klein, 1992) show that commitment to goals increases when the associated tasks are complex. Stated simplistically, this means that both learning and satisfaction with learning go up. The goal, however, is **NOT** to frustrate your attempts to learn. You are encouraged and welcomed to seek my assistance with all of your learning needs in this course.

There's too much reading! How



am I supposed to keep up?

The standard amount of reading, per week, for each academically-oriented graduate course, is approximately 150-200 pages. However, life sometimes intervenes and periodically makes such a goal difficult to achieve. Read **as much as you can** of the assigned readings **BEFORE** coming to class each week. Reading 50%, or 25%, or even 1% of the assigned readings is better than reading nothing at all! Participate in class discussion and activities **EVEN IF YOU HAVEN'T COMPLETED THE READINGS**. Making an effort counts a great deal towards your learning.

BUT...

if I try to participate in discussions when I haven't done the reading everyone will know and I'll look silly...



WON'T I?

As noted above sometimes it's not possible to complete all the assigned readings on time. But, that doesn't remove the responsibility to be fully engaged during class time. Your learning depends on your

participation. AND, the learning of your fellow students depends on YOUR participation. The ability to engage in relevant and valuable discourse with others, even if you aren't fully prepared, is a valuable life skill.

Why all the theory?



What does that have to do with my future career?

This course presents a balance between theoretical and practical dimensions of the course topics. Though it is often unacknowledged, the practice of any profession is built on theory. Familiarity with theories that govern the practices of a field expands your knowledge and your ability to engage in good practices for your own success and the success of any organization you are part of.

What about late work?



Reasonable accommodations are available upon consultation with the instructor. Students should not make a habit of turning in late work. When accommodations are made, you are responsible for fulfilling the terms of the agreement for turning in late work. Failure to do so will result in a lowered grade. Final semester projects may not be turned in late.

I can't make it to class tonight. Will my grade go



down?

As adult learners, you are responsible for your own life schedules and for your own learning. Your grade will not go down simply because you missed a class. However, course attendance is important and will contribute to your overall learning. If you must miss class, make sure that you inform yourself about course discussions and activities (borrow notes from more than one fellow student) and be sure you are up to date and prepared for the next class meeting. Failure to do this will no doubt affect your ability to do well on assignments, which could result in a lower than anticipated grade.