

SARC 3301 /ARAD 3559, Spring 2014

Tuesdays / Thursdays, 5:00-6:15pm

Campbell 160

THE ARTS & PUBLIC POLICY

INSTRUCTORS

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OFFICE HOURS

Hepler – Friday 2 – 4 & by Appt. (OpenGrounds Corner Studio)

Sampson – Tuesday 2-4, Friday 3-5pm & by Appt. (204 Fayerweather)

MATERIALS

TBD

COURSE DESCRIPTION

What is the value of art for society? How does your use of social media make you a cultural diplomat? Who has access to the arts? What gets defined as “art”? Looking at the Arts and Public Policy from both a domestic and international perspective, we will explore the varying ways in which the two interact with and influence each other.

Guest lectures will present new ideas and specific examples of a wide range of perspectives, with a particular emphasis on current “big ticket issues” regarding the arts and/or public policy. Through class discussions, group work, and blog posts, you will be asked to develop your own understanding and synthesis of the ideas presented in class and in the readings.

This is the 8th course in a changing annual series called “The Arts in Context.” The multi-disciplinary nature of this course reflects the Arts Administration (ARAD) field, which exists at the crossroads of art and commerce, where an artistic creation meets an audience. The “Arts in Context” series is designed to demonstrate different facets of this crossroads, and to help students develop theoretical and experiential understandings of the unique value of the arts for the human experience.

LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. **Explore** the way in which the arts and/or public policy is of interest to you and your larger goals and passions.
2. **Critically reflect on** how your particular circumstances influence your understanding of art and policy.
3. **Describe** key issues in the Arts and Public Policy from both a domestic and international perspective.
4. **Synthesize** the information presented throughout the course into a cohesive framework/argument.
5. **Envision and Imagine** the types of policies that will be needed to support the arts today, and in the future.

ASSESSMENTS

Course grades will be determined as follows:

- 1. Learning Portfolio** **35%**
DUE May 2 by 5pm

- 2. Blog Posts** **30%**
DUE every Monday by 10am
To help you to chronicle your engagement with the course content both in and outside of class and to reflect on possible insights you have along the way you will regularly reflect on the readings and class activities in your blog. We will also ask you to engage each other outside of class by reading and commenting on your teammates' blogs. We hope you're your blog will help you to recognize the value of public policy, the arts, and/or creativity on your own life.

- 3. Analytic Essay / "Super Blog post"** **20%**
DUE February 11
5 – 7 page, minimum 1,500 word essay
Envision and imagine the types of policies that could better address historical and current issues of access to the arts. How could policies be designed to ensure more equitable access in the future? Predict how current trends will influence future directions, and propose solutions to some of the challenges the challenges of access. Draw upon readings and class lectures to support your arguments.

- 4. Class Participation and Engagement** **15 %**
 - "Completion" activity at the end of each class period
 - o **Be aware of** your reactions to each of the ideas that are presented to you.
 - o **Share your ideas** orally (optional) and in writing (required).
 - Unit 5 will consist of student-driven topics. Each team will be responsible for 20 minutes of class content, based on their particular interests. You will complete a self-assessment and peer assessment

ACTIVITIES

- Every session will have:
 - o Music
 - o Community sharing—arts events this week
 - o Main Content
 - o Closing Ritual (one of the two options below)
 - "Completion"—5 min to share aloud anything you need to **say** to feel that this session is "complete"
 - Index cards always available for students to **write** things they didn't get to say/didn't feel comfortable saying aloud (handed in anonymously)
 - Wrap-up reflections
 - Small Group: Remaining questions? Surprising bit of information? Something you need to share?
 - Full class: speak out one word or gesture

COURSE SCHEDULE

1. **Unit 1 OBJECTIVES**

2. **Unit 2 OBJECTIVES**

- a. **Describe** the broad purpose/mission of the NEA.
- b. **Give examples** of the types of work, and the particular challenges, that the NEA and other arts policy organizations have faced.
- c. **Analyze** who has access to the arts, and why.
- d. **Explain** the types of data that could communicate the importance of the arts and support advocacy efforts.
- e. **Compare** historical and current policies re: the arts.
- f. **Empathize** with the historical perspectives that are presented in the course.

3. **Unit 3 OBJECTIVES**

- a. **Examine and Compare** arts policies across cultural contexts.
- b. **Compare** historical and current policies re: the arts.
- c. **Empathize** with the historical perspectives that are presented in the course.

4. **Unit 4 OBJECTIVES**

5. **Unit 5 OBJECTIVES**

Theme	Date	Topics	Activities	Reading (TBA) and Assignments
Theme 1: Why Arts and Public Policy?	Jan. 14	Course Introduction and Frameworks for Understanding	Background Knowledge Probe	
	Jan. 16	What is art?	Activity TBA	Blog post
	Jan. 21	What is public policy?	Guest	
Theme 2: Domestic issues	Jan. 23	Introduction to Domestic issues in Arts and Public Policy	Key ideas activity: "Lightening the learning climate"	Blog post
	Jan. 28	Historical Issues of Access	Guest lecture: Phyllis Leffler	
	Jan. 30	Immigrant Artists	Mini-lecture; Demo Content Map	Blog post; Prepare content map to organize ideas presented thus far

	Feb. 4	Effects of the widening gap between rich and poor	Guest	
	Feb. 6	Creative Placemaking	Guest	
	Feb. 11	How do we measure “quality of life”?	Guest	DUE in class: Analytic essay/ Super Blog Post
	Feb. 13	<i>Create Charlottesville Case Study</i>	Guest facilitator: Maggie Guggenheimer	Blog post
	Feb. 18	NEA: History and Culture Wars		
	Feb. 20	NEA Perspectives— Former Chairmen	Guests	Blog post
	Feb. 25	Closing the loop: Domestic Issues	“Rotating Trio Exchange” Activity	
Theme 3: International issues	Feb. 27	Historical perspectives on Cultural Diplomacy	Key ideas activity: Drawing activity	Blog post
	March 4	Cultural Diplomacy today OR The Role of Social Media	Guest lecture: Suzie McCarthy and/or Lisa Goff	
	March 6	Cross-cultural analysis of funding for the arts	Jigsaw	Blog Post
	March 11/13	Spring Break		
	March 18	Cultural Diplomacy today	Guest lecture: Suzie McCarthy	

		OR The Role of Social Media	and/or Lisa Goff	
	March 20	Unit 3 Wrap-up	Content Map; Groups workshop their class presentations	Blog Post
Theme 4: Public Policy and You— Cultural criticism and Connoisseurship	March 25	Unit 4 Intro	Key ideas activity: “Exchanging Viewpoints”	
	March 27	Art Criticism	Guest	Blog Post
	April 1	TBA		
	April 3	TBA	Groups workshop their class presentations	Blog Post
	April 8	Unit 4 wrap up	Activity TBA	
Theme 5: Student-driven topics	April 10	Student-driven topics	Student Presentations: Groups 1, 2, 3	Blog Post
	April 15	Student-driven topics	Student Presentations: Groups 4, 5, 6	
	April 17	Student-driven topics	Student Presentations: Groups 7, 8, 9	Blog Post
	April 22	Student-driven topics	Student Presentations: Groups 10, 11, 12	
	April 24	Student-driven topics	Student Presentations: Groups 13, 14, 15	Blog Post
	April 29	Course Wrap-up	Activity TBA	

ASSESSMENTS

Learning Portfolio (35%)

Create a portfolio of written work to represent your evolving thinking over the course of the semester. Because the learning portfolio is intended to be consciously and carefully selective, you should choose passages from your own writing, the writing of your classmates, or that of authors and critics you have come in contact with (no more than 1,500 words.) In fact, you should include a few passages from others that inspired you or helped you to think more deeply about an issue. Those passages, however, should not exceed 50% of your total selection. For all passages, be sure to identify the source (e.g. blog, comments, class notes, paper, book, film, article, etc.) One required source here is your first essay and our feedback on it. You must quote your first essay and include in your reflective essay some response to/reflection on our feedback as you track your learning and development in this course.

Synthesis Essay *Then write a synthesis essay (1,500 – 1,700 words) connecting your prior experience and knowledge to the ideas presented in this course. Frame useful questions related to future research directions you could pursue related to the arts and public policy. Explore the way in which the arts and/or public policy is of interest to you and your larger goals and passions. Please refer to specific ideas, themes, and threads you found in your writing and the writing you selected from others, keeping in mind your required inclusion of a passage from your first reflective essay and our feedback. Please also reflect on how specific class readings have contributed to this development, explaining which passages resonated strongly with you and why.*

In reviewing your essay we will look for the following as they apply to the questions you choose (a more detailed rubric can be found on the bottom of the page):

1. Critical analysis of why and how your thinking (and/or writing) about the subject of the course has changed or not changed
2. Evidence of your preparedness to take an active role as a participant in the discourse about the arts and public policy
3. Ability to connect the course material to other fields you have studied (and/or to your personal interests in different areas of your life including your plans for the future and/or your overall education)
4. Depth and specificity of reflection
5. Persuasiveness of your evidence-based argument
6. Clear organization; engaging and comprehensible style; correct grammar and vocabulary

As was the case for all previous projects, this is not the place for flattery or arguments you don't believe in. Your readers will not be interested in shallow statements about how good the course was (you can do this in your course evaluations.). They are genuinely interested in deep reflection and strong arguments. Essays that compellingly and convincingly argue that this course has been a waste of time and otherwise conform to the standards of excellence described in the evaluation rubric, will receive an A. Our immediate goal in using this rubric will be to fairly, objectively and crisply calculate a grade so that we can post the final grade for the course in a timely manner. You are welcome to the more detailed feedback we'll have on this learning portfolio. Please make an appointment during the summer or next semester, and we'll discuss at a mutually beneficial time.

Blogging (30%)

To help you to chronicle your engagement with the course content both in and outside of class and to reflect on possible insights you have along the way you will regularly reflect on the readings and class activities in your blog. We will also ask you to engage each other outside of class by reading and commenting on your teammates' blogs. We hope you're your blog will help you to recognize the value of public policy, the arts, and/or creativity on your own life.

GUIDING QUESTIONS

We propose the following questions as a starting point for each weekly blog post. Please feel free to develop your own question(s). The best questions are those that lead you to a deep exploration of something that matters to you.

- a. How does this topic connect to your particular passions and interests?
- b. **Locate** yourself in each of the ideas that is presented to you through guest lectures and readings:
 - a. What understandings did you hold previously?
 - b. What resonated with you?
 - c. What surprised you?
 - d. What do you agree with? Disagree?
 - e. How does this information connect to other courses you have taken at UVA, and/or larger life and career goals?

Purpose Blogs will be used as a vehicle for your reflection on readings as well as goings on in the course. Your blog is intended to help you connect your reading experience to your classroom experience by means of an on-going conversation that takes place virtually and in person. Your posts will allow you to capture and synthesize your thoughts generated during class and connections you are making personally to the material. We also use blogging in this course to accomplish an important goal — to build community among your team. We recommend that you use the conversations on the blog to get to know one another – personally, creatively, and academically, and to generate ideas and content for your presentations.

PROTOCOL

- **Each Thursday after class**, respond to the readings, in-class lectures, discussions, and activities from the week. Use the guiding questions as a starting point, and summarize what you consider to be the most salient or evocative points. These “synthesizing responses” should end with a question. **Due by Monday, 10:00 AM.**
- **By Tuesday, 10:00 AM**, comment on two other classmates’ synthesizing responses, responding to the question they had posed.
 - Students will be divided into small groups/“Teams” (~5 people per group), based on the interests you describe in the first class’s background knowledge probe. Each week, you must read and comment on each of your teammates’ posts.
 - These Teams will be the group with which you create a 20 minute presentation in the final unit of the course.
- **At least TWICE during the semester**, post a reflection on an **arts experience** reflecting upon what this experience brings to your learning experience, personal well-being, and understanding of the world around you. An arts experience could be

creating original work in any medium OR and experience viewing art—performing or visual, for example, at a museum, concert, or play.

Rubric

1. **The most important aspect of this assignment is to do it.** Don't be a perfectionist — if you have done the reading and attended class, your intuitions are bound to be of value. If they are not well expressed, this is one way to develop the muscle that converts the ideas in your head to the words in your mouth — this is what college is for. The point of blogging is not to produce perfect or even completely coherent ideas, but to begin the process of talking, thinking, reflecting and writing.
2. **Timeliness** is essential. Obviously, for this process to work, your comments and blogs have to be submitted on time. We are creating a rich conversation, and your timely participation is required. The critical path is your reading — if you get into a schedule for your reading, the rest will follow.
3. **Length** is variable. One or two sentences is too short. You should devote at least one paragraph to the readings and one to the in-class content. The ideal is 2 - 3 engaging paragraphs, 300 - 500 words.
4. **Consistency** matters. Participation is essential to success. Participation here is evidence of your focus and engagement. Your focus and engagement is enough, given that you are students at the University of Virginia. If you are focused and engaged, good things will happen for you, your fellow students and for this exploration.

In class, we will discuss what makes good blog entries. Here are some things to keep in mind:

1. **Audience.** Your audience (classmates and professors) is familiar with the readings and our discussions. Please assume that we are genuinely interested in your views.
2. **Focus.** A compelling blog entry focuses on a specific idea and explores it in some depth. Choose an idea that you know is your own, one that is not based on a cliché, and does not present a broad generalization.
3. **Specificity.** When possible and necessary use concrete examples from your readings to support your point.
4. **Voice.** Use or (re-)discover your own voice. We are all interested in your authentic and sincere response including the voice that comes with it.
5. **Insight.** Use your personal reaction as a starting point but make sure that you offer your reader insights into how and why you came to know what you know and why your insight matters.

Evaluation

In evaluating your blog posts, we are checking to make sure your posts are timely and substantive. If you miss more than 2 posts, your grade will automatically drop to the next letter grade.

Analytic Essay / “Super Blog post” (20%)

DUE February 11

Envision and imagine the types of policies that could better address historical and current issues of access to the arts. How could policies be designed to ensure more equitable access in the future? Predict how current trends will influence future directions, and propose solutions to some of the challenges the challenges of access. Draw upon readings and class lectures to support your arguments.

5 – 7 pages, minimum 1,500 words

See RUBRIC for additional information

Class Participation and Engagement (15%)

- **Attendance:** Periodically throughout the semester, we will pass around a sign-in sheet. We will not announce these dates ahead of time.
- **“Completion” activity** at the end of each class period
 - o ***Be aware of*** your reactions to each of the ideas that are presented to you.
 - o ***Share your ideas*** orally (optional) and in writing (required).
- **Unit 5 Presentations:** The final unit of the course will consist of student-driven topics. Each team will be responsible for 20 minutes of class content, based on their particular interests. You will complete a self-assessment and peer assessment of this work.