

PPHA 39711
Arts, Culture and Policy
Fall 2018, Fridays 9:30am – 12:20pm
Harris Room 140B

Instructor: Karen Gahl-Mills
Office Hours: Fridays 12:30pm – 1:30pm, room 215A, and by appointment.
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Pronouns: she/her

Course Description:

In this course, we will explore the evolving intersections of arts, culture and policy in the United States.

We will investigate questions such as:

- How can policymakers best leverage culture and the arts as they seek to craft solutions to key community problems?
- How do U.S. government policies (or the lack thereof) shape the environment in which arts and culture are produced, shared and supported?
- As we move forward in a more multi-cultural world, what opportunities exist for evolving policies that can support both culture and the arts?

The course is designed for those studying public policy, but it is appropriate for anyone interested in exploring how culture and the arts can be used as tools for solving community problems. No prior background in the arts is necessary.

Typically, one class meeting is devoted to site visits with the Arts + Public Life team, as we explore the work of professor and artist Theaster Gates in Chicago as an example of cultural policy in action.

About the Instructor:

Karen Gahl-Mills is a systems leader, teacher, and believer in cultural democracy. Her work involves all aspects of cultural management and policy. A seasoned c-level leader, arts practitioner and experienced teacher, she combines practical experience with scholarly research to create an engaging classroom experience. She holds a Bachelor of Music degree from DePaul University and an MBA from the University of Chicago Booth School of Business. @karengahlmills
<https://www.linkedin.com/in/karengahlmills/>

Course Structure and Grades:

The course is structured in a seminar format, in which lively classroom lecture/discussion and hands-on learning takes the place of traditional, one-way lecture. Grades are based on attendance, class participation, a series of short comparative essays, and final policy brief project, which involves writing a brief and presenting it to the class.

Reading Material (available at the University Bookstore and on library reserve):**Required**

- The Politics of Culture, edited by Gigi Bradford, Michael Gary, and Glenn Wallach.
- The Politics of Urban Cultural Policy: Global Perspectives, edited by Carl Grodach and Daniel Silver
- Creative Communities, edited by Michael Rushton

Recommended

- Engaging Art, edited by Steven J. Tepper and Bill Ivey
- A Practical Guide for Policy Analysis, third edition. Eugene Bardach
- The South Side, by Natalie Moore

Other book chapters, scholarly articles, video lectures, monographs and reports drawn from a wide range of sources across the cultural sector will be posted to Canvas and are required reading.

Learning Objectives: at the conclusion of this course,

- Students will be able to name the key intersections between arts, culture and government, and s/he will be able to compare the policy environments for culture vs. arts.
- Students will be able to recognize equity issues inherent in current arts and culture policy structures and illustrate ways in which those structures have impacted cultural production and participation.
- Students will be able to identify emerging intersections between arts, culture and policy and evaluate current practices in US cities.
- Students will be able to apply their learning and create a policy brief that makes the case for a specific policy solution for the City of Chicago.

Expectations:

Setting clear expectations is the key to any successful working relationship. As students, you can expect the following from me:

- I will come to class prepared and ready to engage in lively (but civil) discussion.
- When I am in class, my attention will be only on our work together.
- I will hold regular office hours, and I will do my best to be responsive to your questions.
- I will be clear about the limitations of my expertise and, whenever possible, I will bring other content experts into our learning environment.

As the instructor, I expect the following from students:

Attendance:

Students are expected to attend all class meetings, to arrive on time, and to attend the entire class meeting period. If you must miss a class for any reason, please notify me via email before the class begins. You may miss one class without penalty, as long as you notify me of your absence *before* class. If you miss a second class, you will forfeit the participation points available for that day. If you miss more than two classes, not only will you forfeit participation points, but you may also be advised to withdraw.

Participation:

All will benefit from a class in which informed, civil dialog and discussion replace one-way delivery of a lecture. Participation, therefore, will be 25% of your total grade. Participation will be graded as follows:

- Listening actively to discussions / lectures / guest speaker presentations
- Asking questions and participating in dialog during class discussions and after guest speaker presentations
- Bringing and displaying a table tent with your name at each class

Laptops or tablets are permitted in class; however, your participation grade will suffer if you spend class time multi-tasking, texting, or engaging with social media not related to the class discussion.

(Note: research tells us that taking notes with a pen can be more effective than taking notes with a laptop: <https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>)

Grades:

- Participation (see above) – 25%
- 3 x short (750-1000 word) essays related to specific readings– 25%
- Issue Brief Project (see below) – 50%

Issue Brief Project:

The final, written product for this class is the creation of an issue/policy brief that makes the case for a specific arts or culture policy intervention for the City of Chicago. Throughout the quarter, you will study the cultural policy environment in Chicago, and you will work to craft and recommend a course of action for the city informed by our readings, class discussions, and visits from experts from the field.

(Never written an issue or policy brief? Here's some guidance:

<http://writingcenter.unc.edu/policy-briefs/>)

Depending on enrollment, this may be an individual project or a group project. The final product includes both the written brief and an oral presentation in our last class meeting, in lieu of a final exam. More details will follow at the first class meeting.

Tentative Schedule & Readings (as of 9/26/2018, subject to revision)

Part 1: Traditional Intersections: Culture, the Arts, and Government

Week 1: Oct 5:

Read before class:

The Politics of Culture

- Culture is Ordinary – Raymond Williams
- Social Structure, Institutions, and Cultural Goods – Paul DiMaggio

The Politics of Urban Cultural Policy

- Introduction

“Arts and Culture in the Metropolis” Chapter 2 only – uploaded to Canvas
Additional items posted to Canvas: Files / Week 1 – Oct 5.

Week 2: Oct 12

Read before class:

The Politics of Culture

- Designing a Cultural Policy – Justin Lewis
- Culture and the State in America – Michael Kammen

Creative Communities

- Introduction
- Chapter 1
- Chapter 5

Additional items posted to Canvas.

NOTE: Just skim the 300+ page History of the NEA.

Week 3: Oct 19

**** Essay #1 due via Canvas at the beginning of class.**

Read before class:

The Politics of Culture

- Arts Impact Studies: A Fashionable Excess – Bruce Seaman

Bardach on Policy Analysis (library reserve)

- Step 8, appendix B

Additional items posted to Canvas

Part 2: The Mounting Crisis, for Culture, the Arts, and our cities

Week 4: Oct 26

Read before class:

The Death and Life of Great American Cities (library download)

- Introduction

The Third City (library download)

- Chapter 6

The South Side

- Chapter 6

Additional items posted to Canvas.

Week 5: Nov 2

***** Essay #2 due on 11/2, submitted via Canvas.**

Read before class:

The Politics of Culture

- Re-Presenting the City – Stern & Seifert

The Politics of Urban Cultural Policy

- Chapter 2 (Chicago)

Engaging Art

- Chapter 14

Additional items posted to Canvas.

NOTE: EMC Arts Report – read chapter 1; skim the rest

Part 3: Looking to the Future, including culture and the arts

Week 6: Nov 9

**** Issue Brief thesis + outline due 11/9, submitted via Canvas.**

Read before class:

The Politics of Urban Cultural Policy

- Chapter 7
- Chapter 13
- Chapter 17

Engaging Art

- Conclusion

Additional items posted to Canvas.

NOTE: Read Markusen paper on Creative Placemaking first.

Week 7: Nov 16

Site Visit: Arts + Public Life

Transportation will be provided.
Pre-reads will be posted to Canvas.

Week 8: No class - Thanksgiving break

Week 9: Nov 30

***** Essay #3 due Nov 30, submitted via Canvas.**

Read before class:

Creative Communities

- Chapter 3

Additional items posted to Canvas.

Week 10: Dec 7

****Final issue brief papers due. Please submit final briefs both via Canvas and in hard copy.**

Oral presentations will be given in class.