

PPHA 39711
Arts, Culture and Policy
Fall 2019, Mondays 5pm – 7:50pm
Keller Center, Room TBD

Instructor:	Karen Gahl-Mills
Office:	tbd
Drop-In Office Hours:	Mondays, 3:30pm-4:45pm and by arrangement
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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?

Typically, one class meeting is devoted to site visits showcasing cultural policy in action in the neighborhoods surrounding the University of Chicago.

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.

About the Instructor:

Karen Gahl-Mills facilitates learning to drive systems change. She is a Visiting Clinical Associate Professor at the O'Neill School of Public and Environmental Affairs at Indiana University and a lecturer at Harris Public Policy at the University of Chicago. She began teaching full-time after a career as a public and non-profit sector leader, and she applies practical lessons from her distinguished career to teaching courses in



nonprofit governance, leadership, strategy, fundraising and public policy. In 2018, she was the recipient of Indiana University's Excellence in Teaching award.

She serves on the board of the Old Town School of Folk Music and the campaign cabinet for Lutheran Metropolitan Ministries. She holds a Bachelor of Music degree from DePaul University and an MBA from the University of Chicago Booth School of Business. She lives in Chicago's Old Town neighborhood with her husband.

@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,

- a) Students will understand how government policies intersect with and shape the environment in which arts and culture are produced, shared and supported in the United States.
- b) 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.
- c) Students will have examined the opportunities and challenges faced by policymakers in the City of Chicago.
- d) Students will be able to identify new policy frontiers for arts and culture related to community problem solving in U.S. cities.
- e) 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 20% 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
- Submitting assignments on time. (I accept late work for partial credit.)

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. Please refrain from using your laptop, tablet or phone during guest speaker presentations.

Grades:

- Participation (see above) – 20%
- 3 x short (750-1000 word) essays related to specific readings– 30%
- Policy Brief Project (see below) – 50%

Policy Brief Project:

The final, written product for this class is the creation of an 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/>)

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.

Academic Honesty & Plagiarism:

(From the University's student manual:

<https://studentmanual.uchicago.edu/Policies#Honesty>)

“It is contrary to justice, academic integrity, and to the spirit of intellectual inquiry to submit another's statements or ideas as one's own work. To do so is plagiarism or cheating, offenses punishable under the University's disciplinary system. Because these offenses undercut the distinctive moral and intellectual character of the University, we take them very seriously.



Proper acknowledgment of another's ideas, whether by direct quotation or paraphrase, is expected. In particular, if any written or electronic source is consulted and material is used from that source, directly or indirectly, the source should be identified by author, title, and page number, or by website and date accessed. Any doubts about what constitutes "use" should be addressed to the instructor."

When in doubt, cite!

ADA student accommodations:

Any student who believes they may need assistance should inform the Office of Student Disability Services by the end of the first week of class. Once you have received an accommodation letter, it should be presented to the course instructor immediately."

<https://disabilities.uchicago.edu/>