

AMGT 710

Arts Policy

Spring 2012

Professor Carole Rosenstein

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Tuesdays 4:30-7:10 pm

Office Hours: Mondays 3:15-4:15 pm and Tuesdays 1-2 pm

and by appointment

Truland 400HH

The United States has never had an explicit set of cultural policies nor has it had political consensus on the role of government in the arts. As a result, the policy infrastructure in the arts is fragmented and highly decentralized and has long focused on funding rather than conceptual issues. This course will serve as a thorough introduction to the major workings of the arts policy infrastructure in the U.S. – both official governmental bodies at the federal, state and local level as well as other policy constituencies (such as service and advocacy organizations, funders, artists and audiences). Particular emphasis will be placed on relationships between the public, not-for-profit and commercial sectors and how differing perspectives and ideologies impact the policy making process.

The learning objectives of the course, in addition to further developing creative and critical thinking skills, will be for students to understand how arts policy affects the context of their work as future arts professionals and to understand how they contribute to shaping the policy environment. Students will be encouraged to deliberate on effective, equitable, and progressive solutions to conflicts of practice and policy in arts funding and programming.

Readings: Texts required for this course are available through ONE of the following: on Blackboard OR on-line OR library desk reserve. Please refer to individual listings on this syllabus, which indicates whether a reading can be found on Blackboard OR on reserve OR on-line. Items on library desk reserve can be found at the Arlington campus library and may be taken out for up to 2 hours.

Course Requirements:

1. Attend class. Participate actively in class. Read carefully and discuss thoughtfully all assigned materials.
2. Thoughtful and timely completion of one five-page essay.
3. Completion of a final exam.

Texts: There are no required texts for this course. However, you may want to consider purchasing the following books (instead of reading them on Library Reserve):

- **Joseph Zeigler, *Arts in Crisis: The National Endowment for the Arts Versus America***
- **Tyler Cowen, *Good and Plenty***

Electronic devices: Please turn your cell phone ringer off at the beginning of class. As a matter of courtesy to your professor and classmates, cell phones, text and email may only be used during formal breaks in the class session. Class lectures and discussions may be recorded. **However, these recordings are to be played only for your own personal use and may not under any circumstances be reproduced without the express written permission of Dr. Rosenstein. Reproduction or distribution of these materials without permission will be acted upon as a violation of the honor code.**

Absence: Please inform Dr. Rosenstein of the reason for any absence. One absence will be excused. Each additional absence will result in one drop in grade (A to A- to B+, etc) for the attendance/participation/discussion portion of your final grade.

Late papers: Each day that an assignment is late, it will drop one grade (A to A- to B+, etc). Extensions will be given on a case-by-case basis, only at the instructor's discretion, and are not to be discussed with other members of the class or program.

Grading:

Class attendance, participation and discussion of assigned readings:	30%
Midterm essay:	30%
Final exam:	40%

Once final grades have been recorded, faculty are not to accept any work to change a grade. Grade changes can only be approved when they are due to a calculation or recording error on the part of the faculty.

An incomplete grade (IN) should be used only if the student requests it in writing. An IN counts as a failing grade until completed, and it automatically turns into an F if a grade is not turned in by the deadline in the Schedule of Classes. Some students may prefer a C to an IN, and faculty shouldn't assume that the student wants an IN rather than a grade or that it is in the student's best interest to get an IN.

In addition, faculty may assign an IN only if the student has a very limited amount of work to complete and there is a non academic reason they can't do so within the semester and if, in their best judgment, the student actually stands a good chance of passing the course by finishing the work satisfactorily. Typical situations for giving incompletes involve a final exam (missed due to illness) or a final paper (not completed because of a family emergency). Faculty are not to assign incompletes if the student has missed a substantial portion of the work of the semester and wants extra time to do it; Faculty are not to assign incompletes to give a student time to improve on work already completed.

Federal law (a law known as FERPA) requires us to protect the privacy of student information. Faculty should not speak about a student's record with anyone other than the student. The record

includes how a student is doing in a course, whether a student has attended class, information about performance or grades, whether a paper has been turned in, etc. This prohibition includes parents, siblings, spouses, anyone. If faculty have questions about whether to respond to an inquiry about a student, please refer them to Linda Miller, Associate Dean, Academic Affairs.

According to the University catalog, all students and faculty are to use their **GMU.EDU** email address. Some commercial email addresses may be filtered out of the **GMU.EDU** system. No official information can be sent to students unless on the Mason email system.

Disability: If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Resources at 703.993.2474. All academic accommodations must be arranged through that office. The need for accommodations should be identified at the beginning of the semester and that the specific accommodation has to be arranged through the Office of Disability Resources. Faculty are not to provide accommodations to students on their own (e.g. allowing a student extra time to complete an exam because the student reports having a disability).

The GMU Honor Code: <http://www.gmu.edu/catalog/apolicies/index.html#Anchor12>

Honor Code: To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

GMU student information and resources: <http://www.gmu.edu/mlstudents/>

No grade is important enough to justify cheating, for which there are serious consequences that will follow you for the rest of your life. If you feel unusual pressure about your grade in this or any other course, please talk to me or to a member of the GMU Counseling Center staff.

Using someone else's words or ideas without giving them credit is *plagiarism*, a very serious Honor Code offense. It is very important to understand how to prevent committing plagiarism when using material from a source. If you wish to quote verbatim, you must use the exact words and punctuation just as the passage appears in the original and must use quotation marks and page numbers in your citation. If you want to paraphrase or summarize ideas from a source, you must put the ideas into your own words, and you must cite the source, using the APA or MLA format. (For assistance with documentation, I recommend Diana Hacker, *A Writer's Reference*.) The exception to this rule is information termed *general knowledge*—information that is widely known and stated in a number of sources. Determining what is general knowledge can be complicated, so the wise course is, "When in doubt, cite."

Be especially careful when using the Internet for research. Not all Internet sources are equally reliable; some are just plain wrong. Also, since you can download text, it becomes very easy to inadvertently plagiarize. If you use an Internet source, you must cite the exact URL in your paper and include with it the last date that you successfully accessed the site.

University and Departmental Policies: Each student is responsible for knowing Mason's rules, regulations, requirements, and academic policies. This catalog is the normal repository of policy statements but corrections, changes, or interpretations can be promulgated by other means, including electronic publication. When the university or one of its academic units makes changes in course requirements, grading procedures, or the level of qualitative performance expected of its students for acceptance into particular programs, academic standing, or graduation, the changes apply to all students enrolled at the time of implementation of the change and thereafter.

Official Communication with Students Web: www.gmu.edu/email. Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and faculty feedback. Students are responsible for the content of university communication sent to their Mason e-mail account, and are required to activate that account and check it regularly.

Please sign up for the Mason Alert System by visiting the website <https://alert.gmu.edu>. An emergency poster exists in each classroom explaining what to do in the event of crises and further information about emergency procedures exists on <http://www.gmu.edu/service/cert>

SCHEDULE OF READINGS AND OTHER ASSIGNMENTS

1. January 24 - **Introduction to the course**

I. Art, Culture and the State

2. January 31 - The development of cultural programming in U.S. government

3. February 7 - “Cultural Diplomacy”: The Cold War

4. February 14 - Developing a National Cultural Policy

5. February 21 - Culture War: The NEA Matures and Loses its Innocence

6. February 28 - What should a cultural policy promote: The Democratization of Culture? Cultural Democracy? Cultural Equity?

7. March 6 - **MIDTERM PAPER DUE IN CLASS**

II. Forms of State Intervention

8. March 20 – Government Provision

9. March 27 – Arm’s Length Funding

10. April 3 – Indirect Support

11. April 10 - Government Infrastructure: What are the cultural policy responsibilities of different levels of government? Why are responsibilities distributed this way?

12. April 17 - State Control and Regulation: The Emerging Global Cultural Policy Regime

13. April 24 – **Final Words**

Who Speaks for the Arts? Advocacy, Associations and the Public Interest

14. May 1 – **FINAL EXAM WILL BE HELD MAY 1, 2011 DURING CLASS TIME**
(subject to approval)