

AMGT 710

Arts Policy

Fall 2019

Professor Carole Rosenstein

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Thursdays 7:20-10:00, VMH 467

Office Hours: Tuesdays 12-2 pm and by appointment

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, nonprofit, and commercial sectors and how different 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 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.

Text and Readings:

Required Textbook: Carole Rosenstein, *Understanding Cultural Policy*

Other reading materials required for this course are available on Blackboard.

Course Requirements:

1. Attending class. Participating actively in class. Reading carefully and discussing thoughtfully all assigned materials.
2. Thoughtful and timely completion of one five-page position paper.
3. Completion of a midterm exam.
4. Thoughtful and timely completion of one five-page final essay.

Electronic devices: Please turn off your cell phone ringer 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. **Please do not browse or read on your electronic devices during class time. Your attentiveness or lack of attentiveness to the lecture and discussion will be assessed as a part of the attendance/participation/discussion portion of your grade.**

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: Papers are due within the first 15 minutes of class on the due date. After that time, they will be considered one day late. 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.

Submitting assignments: Students must be present in class to submit a paper or other assignment (i.e., you may not have someone else submit your work for you).

Grading:

Class attendance, participation and discussion of assigned readings:	10%
Position paper:	30%
Midterm exam:	30%
Final essay:	30%

It is GMU policy that 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 nonacademic 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.

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

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.*

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. 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.

GMU Diversity Statement: George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

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).

Official Communication with Students: 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. 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. August 29 - Introduction to the course

- *UCP*, Introduction
- Film: *Cradle Will Rock* (in class)

I. Arts and Cultural Policy in the U.S.

2. September 5 – An Historical Overview

- *UCP*, Chapter 1
- Jane De Hart Mathews, “Arts and the People: The New Deal Quest for a Cultural Democracy”
- Eva Cockcroft, “Abstract Expressionism: Weapon of the Cold War”
- Film: excerpts from *Pollock* (in class)

3. September 12 – What is Cultural Policy?

- *UCP*, Chapter 2
- Film: excerpts from *A Tour of the White House with Mrs. John F. Kennedy* (in class)

4. September 19 – Cultural Federalism

- *UCP*, Chapter 3
- Michael Kammen, “Culture and the State in America”

5. September 26 – The Culture Wars

- *UCP*, Lab 3
- Film: excerpts from Pat Buchanan’s 1992 RNC “Culture War Speech” (in class)

6. October 3 – Position paper due

- Film: *The Rape of Europa* (in class)

II. Government Intervention in the Arts and Culture

7. October 10 – Regulation

- *UCP*, Chapter 4

8. October 17 – Culture and the City: Local Regulatory Regimes

- *UCP*, Lab 4

9. October 24 – Provision

- *UCP*, Chapter 5

10. October 31 – Supporting Nonprofits

- *UCP*, Lab 5
- *How the U.S. Funds the Arts*

11. November 7 – Exam (in class)

III. Studying Cultural Policies

12. November 14 – Comparative Cultural Policy

- *UCP*, Chapter 7
- Beijing Olympics Opening Ceremony, minute 0-4 (entire)
<https://www.youtube.com/watch?v=aNGIwrCQbmA>
- London Olympics Opening Ceremony, minute 9-37 (if you have time, watch until 1:30)
<https://www.youtube.com/watch?v=4As0e4de-rI>
- Rio Olympics Opening Ceremony, minute 18-40
https://www.youtube.com/watch?v=N_qXm9HY9Ro

13. November 21 – Data and Research in Cultural Policy

- *UCP*, Chapter 6 + Lab 6
Case: The Denver Scientific and Cultural Facilities District
- Zeiger, D. (2008). The SCFD Story: A History of the Scientific and Cultural Facilities District IN *Perspectives on Cultural Tax Districts*
- Garcia, A. J. (2008). Cultural Equity and the Scientific and Cultural Facilities District IN *Perspectives on Cultural Tax Districts*
- Colorado Business Committee for the Arts, *2016 Economic Activity Study*

14. December 5 – Cultural Equity

- *UCP*, Chapter 8

FINAL ESSAY DUE: DECEMBER 12 AT 5 PM TO CROSENST@GMU.EDU