COURSE DESCRIPTION

This course introduces students to the role and function of public service organizations in supporting the development and implementation of effective arts and cultural programs. The course focuses, especially, on the connection between the arts and cultural fields and building communities, enhancing their environments, and fostering social and economic change. Students study US government policies that guide such programs, and learn of methods that are used in assessing and evaluating them.

Throughout the course, diverse arts and cultural expressions that comprise the output of public programs are studied for the social commentary they provide and for insight as to how they influence the public discourse. The opportunity is taken to look closely at artistic impressions of the public service based on how it is portrayed in different art forms, including the literary, performing and visual arts, as well as the commercial and digital arts. As aspiring public service professionals, students are guided in considering the implications from these for the profession.

COURSE OBJECTIVES

The course is designed to:

- Introduce students to the US creative sectors and respective career opportunities
- Inform students about government policy for arts and culture
- Raise awareness of the public sector’s role in the development and implementation of arts and cultural programs at state and local levels
Instruct students on how to assess and evaluate local arts and culture programs
Provide opportunities for deepening awareness of arts and culture from aesthetic, critical and traditional perspectives as they relate to the public service profession

LEARNING OUTCOMES

On completing the course students are expected to:
- Understand the public sector context and environment for arts and culture
- Understand the value of arts and culture toward community development
- Be prepared for assessing and evaluating local programs for arts and culture
- Be aware of the implications of artistic perspectives of the public sector for public service professionalism

COURSE REQUIREMENTS

The course is presented in seven modules. These are identified in the Course Schedule (pages 4, 5 & 6) and will be described in more detail in the Blackboard version of the course. For each module there are in class learning activities and assignments, including presentations on the results of guided peer to peer discussions, summaries of required readings, case studies and shared research findings on current events relevant to the focus of the course. There are three take-home assignments and a final research-based paper. To do well in this course, students are required to attend class regularly, demonstrate preparedness through meaningful participation in the in class learning activities, complete assignments timely, and contribute to the online discussion forum in Blackboard.

SUMMARY OF ASSIGNMENTS

<table>
<thead>
<tr>
<th>#</th>
<th>ASSIGNMENTS</th>
<th>DUE DATE</th>
<th>% OF GRADE</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>In class assignments</td>
<td>Ongoing</td>
<td>In total - 25</td>
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<tr>
<td>2</td>
<td>Essay-1 describing a selected local public arts or culture organization, in terms of the related policy goals and objectives: mission/mandate, structure and client base</td>
<td>Sept. 25</td>
<td>10</td>
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<td>3</td>
<td>Essay-2 on a local arts/culture community-based program that you have observed first hand and your views of its intended and actual value to the community</td>
<td>Oct. 23</td>
<td>15</td>
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<td>4</td>
<td>A reaction paper based on a review of select artistic impressions of the public service and their implications for the profession</td>
<td>Nov. 20</td>
<td>15</td>
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<td>5</td>
<td>A research-based report on a community-based arts/culture program, in terms of the related policy goals and objectives regarding economic/social change/enhancement</td>
<td>Dec. 17</td>
<td>25 (+Presentation-5)</td>
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GRADING POLICY

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 95%</td>
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<tr>
<td>B+</td>
<td>85 - 89</td>
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<tr>
<td>B</td>
<td>80 - 84</td>
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<tr>
<td>C+</td>
<td>75 - 79</td>
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<tr>
<td>C</td>
<td>70 - 74</td>
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<tr>
<td>F</td>
<td>Below 70</td>
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COURSE MATERIALS AND RESOURCES

The two main texts for this course are listed below. Additional required and recommended readings will be available in Blackboard and will be stored in the related modules. They will be sourced electronically from academic journals, for example from Public Voices, which is produced by the National Center for Public Performance, School of Public Affairs and Administration, Rutgers University-Newark. The Virtual Museum for Public service (www.vmps.us) is another resource for the course. The VMPS draws on digital representations of great works of visual art, film, video and significant documentary artifacts that depict public service and its contributions to communities, nations, and the world. Students will be able to register at the VMPS website to gain free access.


<table>
<thead>
<tr>
<th>MODULE 1 – Thursdays September 3 &amp; 10</th>
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<tbody>
<tr>
<td><strong>September 3</strong></td>
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<tr>
<td>- Course Introduction</td>
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<tr>
<td><strong>September 10</strong></td>
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<tr>
<td>- Introduction to the US Creative Sectors, Related Public Organizations, and Career Tracks</td>
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**No Required Readings for September 3**
- Students are first expected to obtain copies of the main course texts; acquire access to the course in Blackboard; and register to log into Virtual Museum of Public Service website

**Required Readings for September 10**
- Cherbo, Stewart & Wyszomirski, Introduction
- Cherbo, Stewart & Wyszomirski, Part 1, Chapter 1: Towards an Arts and Creative Sector; and Chapter 2: Interrelation in the Arts and Creative Sector

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<tr>
<th>MODULE 2 – Thursdays September 17 &amp; 24</th>
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<tr>
<td><strong>September 17</strong></td>
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<tr>
<td>- The Centrality of Arts and Culture in Human Life and US Public Policy</td>
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<td><strong>September 24</strong></td>
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<td>- Introduction to US Policy for Arts and Culture</td>
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**Required Readings for September 17**
- Cherbo, Stewart & Wyszomirski, Part 2, Chapter 4: The Universality of the Arts in Human Life; and Chapter 6: Art and Cultural Participation at the Heart of Community Life

**Required Readings for September 24**
- Cherbo, Stewart & Wyszomirski, Part 1, Chapter 3: Field Building, the Road to Cultural Policy Studies in the United States; and Chapter 5: About Artists
- *Timeline of U.S. Federal Cultural Policy Milestones 1787 to 2006* (In Blackboard)

**Assignment Due**
Essay 1 due September 25

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<tr>
<th>MODULE 3 – Thursdays October 1 &amp; 8</th>
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<tbody>
<tr>
<td><strong>October 1</strong></td>
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<tr>
<td>- Arts and Culture as Community Identity and Cohesion</td>
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<tr>
<td><strong>October 8</strong></td>
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<tr>
<td>- Identity and Cultural Policy</td>
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**Required Readings for October 1**
- Stephenson & Tate, Introduction: The Place of the Arts in Community Identity and Social Change
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<th>Step &amp; Tate, Chapter 1: Making Beauty, Making Meaning, Making Community</th>
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**Required Readings for October 8**
- Cherbo, Stewart & Wyszomirski, Part 2, Chapter 13: Identity and Cultural Policy
- Step & Tate, Chapter 2: Rivers and Bridges- Theatre in regional Planning

**MODULE 4 – Thursdays October 15 & 22**

**October 15**
- Arts and Culture and Urban Revitalization

**October 22**
- Arts and Culture and Urban Revitalization, continued

**Required Readings for October 15**
- Cherbo, Stewart & Wyszomirski, Part 2, Chapter 7: Arts and Artists in Urban Revitalization; and Chapter 8: The Evolution of Arts and Cultural Districts

**Required Readings for October 22**
- Step & Tate, Chapter 3: One New York Rising Together? Arts and Culture in Neighborhood Ecosystems; and Chapter 7: Community Cultural Development as a Site of Joy Struggle and Transformation

**Assignment Due**
Essay 2 due October 23

**MODULE 5 – Thursdays October 29 & November 5**

**October 29**
- How artistic Creations Shape Political Conceptions

**November 5**
- Public Administration and the Arts

**Required Readings for October 29**
- Edelman, *From Art to Politics*, Chapter 2: Art- Political Messages and Illusions; Chapter 3: Art-Meanings, Constructions and Threats; and Chapter 6: Art as a Component of Government

**Required Readings for November 5**
- Goodsell & Murray, Building New Bridges, *Public Administration Illuminated by the Arts*, 1995 (In Blackboard)
- Holzer & Slater, Insights into Bureaucracy from Film: visualizing Stereotypes, *Public Administration Illuminated and Inspired by the Arts*, 1995 (In Blackboard)

**MODULE 6 – Thursdays November 12 & 19**

**November 12**
### Required Readings for November 12
- Cherbo, Stewart & Wyszomirski, Part 2, Chapter 6: Shaping the Artful City - A Case Study of Urban Economic Reinvention; and - Chapter 9: Capital, Commerce, and the Creative Industries
- Cherbo, Stewart & Wyszomirski, Part 2, Chapter 6: Shaping the Artful City - A Case Study of Urban Economic Reinvention; and - Chapter 9: Capital, Commerce, and the Creative Industries

### Required Readings for November 19
- Cherbo, Stewart & Wyszomirski, Part 2, Chapter 12: Between Cooperation and Conflict - International Trade in Cultural Goods and Services

### Assignment 3
Reaction Paper due November 20

### MODULE 7 - Thursdays December 3 & 10
**December 3**
- Evaluative Approaches to Arts and Culture Programs, and Overview of Final Assignment

**December 10**
- Evaluative Approaches to Arts and Culture Programs Continued

### Required Readings for December 3
- Stephenson & Tate, Chapter 9: Assessing Arts-Based Social Change Endeavors - Controversies and Complexities; and Chapter 10: Theater as a Tool for Building Peace and Justice

### No Required Readings for December 10 & 17
- Students Focus on Individual Research for Their Final Assignment

### WRAP UP – Thursday December 17
- Course Review
- Students Final Assignment Presentation

### Final Assignment
Research Report + Presentation due in Class December 17

### ADDITIONAL INFORMATION

Rutgers University Academic Integrity Policy
http://andromeda.rutgers.edu/~gradnwk/integrity.html

Rutgers University Students with Disabilities Policy
https://ods.rutgers.edu/students/documentation-guidelines