

## SYLLABUS

93.846: Cultural Policy & Advocacy in the U.S.  
Spring 2024 (Mini 3)  
January 18 – March 2, 2024  
Thursdays 6:30 – 9:20pm  
Hybrid (HBH 1006)

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**Instructor:** Jeff M. Poulin, MS, MA; Adjunct Instructor  
**Contact:** [jpoulin@andrew.cmu.edu](mailto:jpoulin@andrew.cmu.edu)  
**Office Hours:** By appointment, via phone/video

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### COURSE DESCRIPTION

Arts and cultural leaders in the United States operate in complex environments with public policies at the local, state, and national levels that influence operations and artistic creations. What are these policies? Who makes, implements, and enforces them? How are new policies developed and why? How can policies be changed? This course will provide students with the foundation to understand the context of cultural policy in the United States and how advocacy efforts can influence policy change.

Students will have an opportunity to consider current arts policy issues as they examine a number of topics, including: a brief history of arts and cultural policy in the United States; the structure for federal, state, and local funding for arts and culture; matters of artistic freedom and censorship in the arts; the role of cultural policy in social justice, job creation, education, and placemaking; cultural equity and cultural diplomacy; innovative cultural policy funding mechanisms; and current efforts to measure cultural vitality. Students will understand, articulate, evaluate, and advocate for cultural policies to benefit all stakeholders.

Through the combination of multimodal (online, in person / discussion, reading, presentation) learning experiences and both formative and cumulative assessments, student will develop the capabilities to:

- Explain what cultural policy is in the United States context and how it reflects power structures, promotes societal and governmental goals, and establishes instruments to measure progress through public policies.
- Discuss myriad public policy realms which impact or are impacted by arts and culture and their relevance in the most local context.
- Articulate an advocacy argument which advances the development, enhancement, or sustainability of a cultural policy at the local, state, regional, or federal level.

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### LAND ACKNOWLEDGEMENT

We acknowledge that the land we occupy today in and around Pittsburgh has for centuries been home to Indigenous peoples, including the Adena, followed by the Hopewell, and later the Monongahela, who occupied the region until the late 17th century. At the turn of the 18th century, several tribes driven off lands from other parts of the country traveled through, conducted trade, or settled in the area. We acknowledge the Haudenosaunee (also known as the Iroquois or the Five Nations peoples comprising the Mohawk, Oneida, Onondaga, Cayuga, and Seneca), the Lenape (also known as the Delaware peoples), the Shawnee, and the Osage peoples, whose ancestral territory includes this land. We also acknowledge the genocide and forceable removal of millions of Indigenous peoples from these lands as European colonizers in the 18th century fought for control of the region. Today, the Pittsburgh area continues to be home for Indigenous peoples of many nations. We strive to honor their rights, acknowledge their histories, and work together toward a shared future.

### COURSE STRUCTURE

This course will utilize a series of readings, discussions, lectures, digital tools, and course-related assignments. Readings and online discussions will provide an important foundation on key topics and must be completed prior to each class. Lectures, in-class discussions, and digital tools will provide opportunities to further engage with the content. Course-related assignments will assess student learning in a range of topics. As a part of their final coursework, students will present an issue brief and author a resource for their peers as a part of a final written project. Additional information regarding this course can be found in the syllabus and posted in Canvas. Course-related assignments and other details will be discussed in each class.

### COURSE MATERIALS

*There are no required texts.* All course materials, including papers, articles, reports, and videos, will be available via the course's Canvas site, email link, and/or in-class handouts.

### VIRTUAL PARTICIPATION

Link: <https://cmu.zoom.us/j/92563867482?pwd=cWVTVGNsaVJ4YjUwZ1dWSXBPNFZSdz09>  
Meeting ID: 925 6386 7482  
Passcode: 93846

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### GRADING SCALE

A+	99-100 points	Exceptional	C+	79-80 points	Poor
A	94-98 points	Excellent	C	74-77 points	Very Poor
A-	91-93 points	Very Good	C-	71-73 points	Min. Passing
B+	89-90 points	Good	R	Below 71	Failing
B	84-87 points	Acceptable	I		Incomplete
B-	81-83 points	Fair			

### COURSE EVALUATION CRITERIA

Course grades will be calculated using the following assessments. Assessment descriptions are listed below and also posted in Canvas.

Assignment Description	Possible Points	Due Date
Week 1 Readings	-	<i>For assignment, following class</i>
Cultural Policy Inquiries	5	January 23, 2024 by 12 noon ET
Week 2 Readings	-	January 25, 2024 by 6:30pm ET
Futures Brainstorm	10	January 29, 2024 by 12 noon ET
Week 3 Readings	-	February 1, 2024 by 6:30pm ET
Cultural Policy Analysis & Presentation	15	February 8, 2024 in class
Week 4 Readings	-	February 8, 2024 by 6:30pm
Issue Brief Commitment	5	February 12, 2024 by 12 noon ET
Week 5 Readings	-	February 15, 2024 by 6:30pm
Reflection: Pitfalls & Opportunities	10	February 19, 2024 by 12 noon ET
Week 6 Readings	-	February 22, 2024 by 6:30pm ET
Final Issue Brief	25	February 26, 2024 by 11:50pm ET
Week 7 Readings	-	February 29, 2024 by 6:30pm ET
Reflection: Ethics	5	February 29, 2024 by 11:59pm ET
Pitches for Decision-makers	10	March 1, 2024, 11:00am-12:20pm
Participation	15	
<b>Total Possible Points:</b>	<b>100</b>	

## **ASSIGNMENT DESCRIPTIONS**

### **Weekly Readings**

Students are expected to have read and comprehend the assigned readings and multimedia for the week; they will be prepared to engage with the materials through their own inquiries, facilitate course discussion, and questions from their peers. All readings should be completed before the start of class.

### **Reflections**

In response to the given questions – on the topics of pitfalls & opportunities and ethics – students will contribute a reflection to an online discussion board and reply to (at least) two of their peers in efforts to expand the discourse. Responses must be supplied via Canvas by the date due and be 250 words or less.

### **Cultural Policy Inquiries**

In response to question, “Which cultural policies do I want to see changed/sustained?” students will articulate three responses related to our initial class discussions and what they have read to date. Responses should be framed to yield explorations through the course. Responses must be supplied via Canvas by the date due and will be used to narrow focus for the final Issue Brief to three possible options.

### **Futures Brainstorm**

Utilizing the Futures Framework and Causal Layered Analysis, students will prepare a brainstorm on 2 of their cultural policy inquiries, incorporating knowledge gained to date – including independent research and course materials – in less than 300 words each. Responses must be supplied via Canvas by the date due and will be used to narrow focus for the final Issue Brief to two possible options.

### **Cultural Policy Analysis & Presentation**

Teams of 2-3 students will be assigned one cultural policy domain to read, research, and collaborate on a peer-to-peer presentation employing the Eightfold Path for Policy Analysis. Between classes 3 and 4, students will independently read their assigned reading and review all others in order to engage in discussion with their peers. Teams will make a 5-7 minute presentation during class on their topic and engage in 3-5 minutes of discussion with the class.

### **Issue Brief Commitment**

An issue brief is a written rationale that aims to address a current issue or problem. It contains research and persuasive language to motivate decision-makers (or influencers) to take action on your matter. For this assignment, students will select an issue (narrowed from previous assignments) for their final issue brief and explain their rationale in 200 words or less. Note: this will also be used for your

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corresponding decision-maker pitch. The topic you would like to focus on and the reason for selecting the topic must be submitted via Canvas by the date due. The instructor will review and approve your topic and/or make suggestions for adjustments so there is time to work toward the final assignments. To help you plan for your topic, you may want to review the "Final Issue Brief" and "Pitches to Decision-makers" assignments. Specifics will be discussed in class.

### **Final Issue Brief - Exam Assignment**

Students will develop a final issue brief that is no less than 2 pages (but no more than 4 pages) in length with formatting of their choice (students have the option of "designing" it and/or using data visualizations, if you wish). The brief should be created as if your document will be presented to decision-makers. It should provide essential information that recommends a new, reformed, or sustained cultural policy at the local, county, state, regional, or federal level. Students should assume that the recipient knows nothing about the problem or what you are trying to solve. The brief should clearly outline the problem to be addressed, cite relevant literature, identify the stakeholders and agencies who may be involved or impacted, include data that supports the argument, and asserts a recommendation for the new/improved/sustained policy. Keep in mind that the language used in an issue brief is meant to be persuasive and is intended to motivate those to take action or lend their support to the proposed policy. Other criteria for writing a successful policy brief include: brevity; a clear "ask" that remains front and center throughout the brief; quality research; and the breadth and importance of the beneficiaries' needs to be addressed. More details on this assignment will be discussed in class.

### **Pitches for Decision-makers - Exam Assignment**

As a part of the final assignments, students will be expected to briefly present the issue they want to address along with the cultural policy they are recommending as a part of an "elevator pitch." The pitch should be a minimum of 2 minutes, but last no more than 3-5 minutes. Classmates will observe all elevator pitches as "decision-makers" and will participate by asking meaningful questions to enhance the discourse and allow for peers to demonstrate extended knowledge on their pitch. No submission of materials will be needed ahead of class, but students may enhance their pitch by presenting in creative and meaningful ways, including hand-outs artistic engagements, or the like. Pitches for Decision-makers will occur during the final exam period.

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### COURSE EXPECTATIONS

**Course Format:** The format of this course is designed as hybrid, which means that students are expected to attend all classes in-person as well as virtual during the course's scheduled time and in specified location.

**Attendance:** Each student is expected to attend all class sessions, except for extraordinary circumstances and only after receiving a confirmed absence from the instructor and providing proper documentation. In the event of an excused absence, the student will be expected to complete all readings and assignments and demonstrate comprehension of all content.

**Participation:** Prior to each class, students are expected to complete all reading assignments and be prepared to participate actively in discussion. Students should plan for class preparation (readings, videos, review of prior lecture notes, and/or responses to online prompts) to take approximately 1-2 hours. Time needed for individual assignments may vary depending on the assignment, the type of research being conducted, and the writing and editing time needed. The time it will take to produce your final project will vary. In general, engagement in the course material and planning ahead to conduct research for your written work will help you keep pace with the assignments and class discussions. Some general tips that might help support this:

- Read over your lecture notes within 24 hours. Consider key concepts, highlight important words and ideas, take any additional notes, and develop core questions.
- Readings and/or online discussion prompts are assigned in advance of class. Give yourself enough time to conduct your readings, view related media, highlight important ideas, respond to question prompts, and consider concepts so you are able to come to class prepared for discussion.
- Office hours are available to you. Use them productively. Arrive with your questions to help maximize your time.

**Late Assignments:** Late assignments will not be accepted unless the student has secured permission 24 hours PRIOR to the deadline. No Late submissions will be accepted after the following class.

**Technology:** This class will involve the regular use of technology (laptops, tablets, and phones) during class. Please keep your technology tools charged and nearby for use when designated by the instructor. Research has shown that divided attention is detrimental to learning, so please minimize distractions by

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turning off device notifications and limiting open windows to related class work (for example: use of a Google doc to collaboratively take notes when working with a group). All personal matters requiring email, messaging, texts, other homework, etc. must be handled outside of class.

**21<sup>st</sup> Century Learning Environment:** *This course will utilize distance-based instruction and online discussion.* Students are expected to conduct themselves with the appropriate decorum to enable this type of learning environment. Laptops and mobile devices may be utilized as educational aids. Such devices will be utilized for note-taking and class-related research only. Recording classes is not permitted.

**Intellectual and Professional Integrity:** Students at Carnegie Mellon are engaged in preparation for professional activity of the highest standards, including the highest standards of ethics and integrity. These are detailed in the Student Handbook. Plagiarism and other forms of academic misrepresentation (e.g., cheating) are viewed by the University as extremely serious. Cheating and/or plagiarism on any assignment will result in failure of that assignment. Cases of cheating and plagiarism will be submitted to and reviewed by the Dean's office. Severe penalties may be imposed, *up to and including expulsion from the Heinz School.*

**Recordings:** Students are allowed to record class sessions only with the instructor's permission. Permitted recordings are only for your personal use. Distribution of any recording is prohibited. This is to protect your FERPA rights and those of your fellow colleagues.

**Food/Drink in Class:** Please feel free to bring food, bottled water, soda, coffee, or tea to class. However, please ensure that your food and beverage consumption is done safely and is not a distraction to others (e.g. noisy wrappers, pungent food, etc.). Please be sure to clean up after yourself.

### STUDENT SUPPORT

**Accommodations for Students with Disabilities:** If you have a disability and are registered with the Office of Disability Resources, please use their online system to notify the instructor of your accommodations and make arrangements to discuss your needs with the instructor as early in the course as possible. The instructor will work with you to ensure that accommodations are provided as appropriate. If you suspect that you may have a disability and would benefit

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from accommodations but are not yet registered with the Office of Disability Resources, please contact them at [access@andrew.cmu.edu](mailto:access@andrew.cmu.edu).

**Statement of Support for Students' Health and Well-Being:** Take care of yourself. Do your best to maintain a healthy lifestyle by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking time to relax. This will help you achieve your goals and cope with stress. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, you are strongly encouraged to seek support. Counseling and Psychological Services (CaPS) is here to help: call 412-268-2922 and visit <http://www.cmu.edu/counseling/>.

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### COURSE SCHEDULE

<b>Class # Date</b>	<b>Topic</b>	<b>Modality</b>	<b>Essential Question(s)</b>	<b>Related Assignments</b>
<b>Class 1</b> 1/18/24	Introductions to Each Other and Course Content	In-Person	<i>Who are we? What is cultural policy? What is advocacy? What is an arts manager's role?</i>	1/23/24: Reading Review  1/23/24: Cultural Policy Inquiries
<b>Class 2</b> 1/25/24	Historical Foundations (and Futures) of Cultural Policy in the U.S.	Online	<i>What is cultural policy in the United States and how was it formulated?</i>	1/25/24: Readings  1/29/24 Futures Reflection
<b>Class 3</b> 2/1/24	The National Endowment for the Arts & Related Policy Landscape	Online	<i>What levers drive arts(-related) policies in the United States?</i>	2/1/24: Readings  2/8/24: Cultural Policy Analysis
<b>Class 4</b> 2/8/24	Arts Policy Analysis	Online	<i>Where do arts policies exist in U.S. public policy and how can we analyze them?</i>	2/8/24: Assigned Readings  2/12/24: Issue Brief Commitment
<b>Class 5</b> 2/15/24	Contemporary Issues in American Cultural Policy through an International Lens	Online	<i>How and what can we learn from other countries about cultural policy? How can we respond through advocacy?</i>	2/15/24: Selected Readings  2/19/24: Reflection – Pitfalls & Opportunities

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<b>Class 6</b> 2/22/24	Quantifying Change and Compelling Decision-makers	Online	<i>How do we measure the impact of the arts and translate those outcomes to advocacy efforts?</i>	2/22/24: Readings  2/26/24: Final Issue Brief
<b>Class 7</b> 2/29/24	Ethics & Bullshit	In-Person  (1-on-1 meetings, if desired)	<i>How do arts managers ethically engage in advocacy and cultural policy discourses?</i>	2/29/24: Readings  2/29/24: Reflection
<b>Final Exam</b> 3/1/24	Final Presentations	In-person HBH 1006	<i>What cultural policy shifts do I wish to see?</i>	3/1/24: Pitches for Decision-makers

*This course is in alignment with the 2023 Graduate Standards in Arts Management for Cultural Policy, published by the Association of Arts Administration Educators.*