

**ARTL-541**  
**Example Course Syllabus**  
**Advocacy, Public Policy and Collaboration in the Arts**

**COURSE OUTLINE**

This class will examine American public policies that impact the arts. Using the Cultural Access Fund as a case study, we will look at the social, political, and economic principles and attitudes that impact policy development; at the controversies surrounding arts policies and funding and advocacy strategies to affect change; and at how to become an effective advocate for your institution or issue. By the end of the quarter, the class will develop a comprehensive advocacy strategy for the Cultural Access Fund. We will look at the history of arts funding; the basics of lobbying/advocacy; how to identify all the pieces of an effective campaign and put them together into an action plan; and how to effectively engage your supporters to assist in the success of your campaign.

**Handouts/Websites to Explore:**

History of the NEA: <http://www.nea.org/home/1704.htm>

History of the Washington State Arts Commission: <http://www.arts.wa.gov/about/history.shtml>

King County 4Culture: <http://www.4culture.org/>

Washington State Arts Alliance: <http://wsartsalliance.com/>

Cultural Access Fund: <http://www.culturalaccessfund.org/>

Denver Scientific & Cultural Facilities District: <http://www.scfcd.org/>

The Community Tool Box ([http://ctb.ku.edu/en/tablecontents/chapter\\_1030.aspx](http://ctb.ku.edu/en/tablecontents/chapter_1030.aspx))

Downtown Historic Theatre District (find articles using online searches)

Washington Filmworks Grassroots Lobbying Strategies (delivered via email)

Cultural Access Fund Strategic Plan (delivered via email)

Cultural Access Fund Case Statement (delivered via email)

Cultural Access Fund Field Snapshot (delivered via email)

King County Economic Impact Study Reports (delivered via email)

Seattle Downtown Historic Theater Ordinance (delivered via email)

**Session 1: September 25, 2012**

**Topic: Introduction to the course**

Review course outline, goals for the quarter, final project. Introductions with brief description from each student of advocacy experience and assumptions about the value/role of advocacy, public policy and collaboration in career plans.

Discussion: History of government funding of the arts: how different programs were started at each level of government; starting with the NEA at the Federal level down to city tax policies; and why it is important to advocate for the arts.

Guest Panelists

Preparation: Review history of NEA (<http://www.nea.org/home/1704.htm>) and Washington State Arts Commission (<http://www.arts.wa.gov/about/history.shtml>)

Assignment #1 (submit via email by 10/12): Prepare a two page paper reflecting on the following:

- What is the most significant issue that you have advocated (or are currently advocating) for in any issue area and why?
- What do you believe are the elements necessary to a successful advocacy effort?
- If you have had no direct advocacy experience, what are issues that you would like to advocate for and why?

**Session 2: October 2, 2012**

**Topic: Grassroots Advocacy**

Discussion: How do you start a grassroots campaign; where do you begin and how do you build it into a successful campaign?

Guest Panelists

Preparation: Review Washington Filmworks Grassroots Lobbying Strategies (delivered via e-mail), King County 4Culture (<http://www.4culture.org/>), and Washington State Arts Alliance (<http://wsartsalliance.com/>)

**Session 3: October 16, 2012**

**Topic: History of Cultural Access Fund**

Discussion: What is the purpose of the Cultural Access Fund and how did it get started? What are other cities doing for arts & cultural programs?

Guest Panelists

Preparation: Review Cultural Access Fund website (<http://www.culturalaccessfund.org/>), and Denver Scientific & Cultural Facilities District (<http://www.scd.org/>)

Feedback on assignment #1; papers will be returned with grades

**Session 4: October 23, 2012**

**Topic: The Strategic Plan**

Discussion: How can a strategic plan guide you in creating an effective advocacy plan; when it helps, how to best use it?

Guest Panelists

Preparation: Cultural Access Fund Strategic Plan (delivered via e-mail)

**Session 5: October 30, 2012**

**Topic: Motivating Your Board**

Discussion: How to motivate and effectively utilize your board of directors, donors and subscribers; strategies to engage your supporters and connect their specific interests and skillsets to your advocacy plan.

## Guest Panelists

Preparation: Cultural Access Fund Field Snapshot (delivered via email), and King County Economic Impact Study Reports (delivered via email)

Assignment #2 (submit via email by 11/10): "Elevator Speech": How to make a cogent argument with a busy decision maker who could become a supporter. Choose an issue that is important to you and imagine you bump into that person in an elevator. You have two minutes to introduce your issue and make a case for its support. Focus on how to get your key messages across directly and simply. Written paper should be no more than two pages.

### **Session 6: November 6, 2012**

#### **Topic: Building an Advocacy Plan/Election Night Results**

Discussion: How to identify the pieces of an advocacy plan and put them together in the most effective way. Review election night results and discuss how a plan might be affected by who is elected.

Introduction/Review of final project: In groups of 3-5, create a comprehensive advocacy plan on how to move Cultural Access Fund or an alternate plan forward. Each group member will be responsible for a specific piece of the advocacy plan: timeline, grassroots, budget, case statement. The group will present their advocacy plan orally during the final class. Individuals will submit a written paper, no more than four pages, detailing the piece of the plan for which they were responsible.

Preparation: Review the Principles of Advocacy section of The Community Tool Box website ([http://ctb.ku.edu/en/tablecontents/chapter\\_1030.aspx](http://ctb.ku.edu/en/tablecontents/chapter_1030.aspx))

### **Session 7: November 13, 2012**

#### **Topic: Successful Advocacy Efforts**

Discussion: Downtown Seattle Historic Theater District

## Guest Panelists

Preparation: Using online searches, find and read articles regarding the creation of the Historic Theater District. Come ready to discuss the key pieces that led to the success of this effort and why they worked. Seattle Downtown Historic Theater Ordinance (delivered via e-mail)

Feedback on assignment #2; papers will be returned with grades. Some students will be asked to present their elevator speeches to the class.

### **Session 8: November 20, 2012**

#### **Topic: Future of Cultural Access Fund**

Discussion: What is the future of the Cultural Access Fund – 5 years from now, 10 years from now

## Guest Panelists

Preparation: Cultural Access Fund Case Statement (delivered via email)

Final project status update: Each team will be given a chance to review their progress

**Session 9: November 27, 2012**

**Topic: Final Projects**

Small group presentations and submit final paper

**EVALUATION AND GRADING**

Good written and oral communication is key to policy development and advocacy. Simplicity, clarity, knowledge of your field, and clear representation of your key messages are central to a successful campaign.

**Grading:**

Attendance in class is 35%

Regular attendance is mandatory; students who miss more than two classes may have their grade lowered as much as one letter grade

Participation in class discussion is 30%

Oral communication is vital to successful advocacy. Students will be expected to actively participate in class discussions

Written Assignments are 15%

Written assignments will be graded on timeliness, adherence to length requirements, content and academic honesty. Assignments should be submitted electronically by 5:00 p.m. on the due date. The restriction on length is provided to challenge you to keep your arguments clear, simple and concise. If you lack confidence in your writing skills, I encourage you seek support from the Writing Center located in McGoldrick Learning Commons.

Final Project is 20%

50% - oral group presentation

50% - individual paper – subject to same guidelines as written assignments