CUS518 Cultural Policy and Community

Course Title	:	Cultural Policy and Community
Course Code	:	CUS518
Recommended Study Year	:	Any
No. of Credits Mode of	:	3 credits
Tuition	:	3 hours of lecture
Class Contact Hours	:	3 hours per week, 42 hours for the whole course
Category in Major Prog.	:	MCS (Core course for Digital and Cultural Innovation (DCI) Concentration)
Discipline	:	Cultural Studies
Prerequisite(s)	:	N/A
Co-requisite(s)	:	N/A
Exclusion(s)	:	N/A
Exemption Requirement(s)	:	N/A

Brief Course Description

This course introduces students to cultural policy as a practical domain in which government, private enterprise and communities interact to manage and develop culture understood as a collective resource. Using case studies to explain the work of cultural policy as a community-building strategy that may contribute to the building modern nation-states, we examine the factors affecting the development of the arts, the media and cultural education in contemporary societies. Special attention is put on the policy issues posed to cities and communities today by the complex forces of cultural globalization. Key issues may include regulation, censorship, access to cultural goods and decision-making processes; cultural consumption, identity politics and citizenship; cultural imperialism, nationalism, and region-formation; cultural planning, urban renewal, and community participation; the cultural/creative industries, talents and education.

Aims

- To introduce students to the global and local dynamics involved in the shaping of public policies on culture
- To study the major concerns on contemporary culture from policy perspectives, thus highlighting a crucial dimension to our understanding of the roles and uses of culture in the world today
- To examine case studies drawn from various social contexts and develop critical perspectives on the values, politics and strategies involved in cultural policy, economy, community and institution

- To help students to understand better the relationships among cultural criticism, cultural studies and policy studies

Learning Outcomes (LOs)

On completion of the course, students will be able to:

1. analyze the key issues addressed, and provide informed views on the concerns of cultural policy in context
2. critique how culture operates as a resource in specific social settings
3. apply theoretical perspectives in cultural policy studies to address concrete local and global issues
4. explain how policy affects the work of cultural institutions, and formulate policy recommendations on the relationship between culture and community

Indicative Contents

Why Cultural Policy Now?

- Culture as a "resource" under globalization
- Resource management: goals and strategies for cultural policy

"Top-down Policy"

- State projects of nation-building; concerns of cultural economy
- Problems with top-down cultural policies

Cultural Institutions: Cultures of Governmentality

- Arts, heritage and tourism
- Creativity management and creative industries

Whose "Culture"?

- From consumerism, identity to citizenship
- Strategic dilemmas: re-thinking urban creativity as a contemporary policy
- Local identity struggles & global cultural changes

Challenges Today

- Culture, policy and governance
- Cultural citizenship: Planning, engagement and sustainability
- Questions of culture and democracy

Teaching Methods

The course will be taught in lectures and tutorials

- The lectures facilitate students' learning of cultural policy and community through theoretical discussion and sharing of examples.
- Student presentation and discussion of readings take place in tutorials, and will discuss specific cases of cultural policy issues related to the topic of each week's lecture

Measurement of Learning Outcomes:

Assessment: / LO:	Class Participation and Discussion	Mid-term Assignment	Group Project
	(20%)	(30%)	(50%)
LO1	v	v	v
LO2	v	v	v
LO3		v	v
LO4			v

Assessment

Students are assessed on the basis of 100% Continuous Assessment with the following grade distribution:

- Class participation and discussion 20%
- Mid-term Assignment of approximate length of 4,000 characters in Chinese or 3,000 words in English 30%
- Group Project, of approximate length of 6,000 characters in Chinese or 4,000 words in English. 50%

Assessment Rubrics

1. **Class participation and discussion (20%)**

Criterion	Excellent (90-100%)	Good (60-89%)	Pass (30%-59%)	Failure (0-29%)
Level of participation (3%)	Participates actively and constructively all the time.	Participates actively most of the time	Participates most of the time but sometimes requires prompting.	Student does not attend tutorial.
Engagement with course materials (4%)	Engages constructively with, all course material (assigned readings, issues, concepts).	Demonstrates a good understanding of, and engages constructively with course material.	Demonstrates a basic understanding of most of the course material and engages with it, though not always successfully.	Student demonstrates little or no understanding of course material, lacks engagement with it
Quality of analysis and discussion (10%)	Provides insightful analyses, raises critical points, and advances and deepens group discussion.	Frequently provides helpful points or asks questions that advance and deepen group discussion.	Sometimes makes positive contributions that advance group discussion.	Little or no engagement / participation in group discussion even with prompting.
Engagement with others (3%)	Consistently appreciates others' contribution and engages with their ideas sensitively.	Generally appreciates others' contribution and engages with their ideas sensitively.	Attempt to appreciate others' contribution and to engage with their ideas sensitively, with some success.	Shows no appreciation of others' knowledge and skills.

2. **Mid-term assignment (30%)**

Criterion	Excellent (90-100%)	Good (60-89%)	Pass (30%-59%)	Failure (0-29%)
Understanding of Topic (7.5%)	Comprehensive understanding and coverage of issues. Insightful and	Clear discussion of relevant issues. Shows good insight into the subject.	Shows some coverage and understanding of main issues. Does not answer	Very little or no understanding of the issues. Does not answer the question.

	well-informed. Clearly answers the question.	Answers the question.	the question fully/directly enough.	
Use of evidence (10%)	Wide range of evidence used to support arguments. Thoroughly researched. Use of primary sources.	Good use of evidence to support arguments. Have researched and drawn on some evidence.	Adequate range of evidence used. Could have drawn on more suitable evidence.	Inadequate use of evidence to support argument. No use of evidence to support argument
Critical analysis (10%)	Excellent critical awareness of subject matter and current issues. Shows original thinking and analysis.	Goes beyond description. Analyses material to develop argument.	More description than analysis in content. Needs to draw material together to develop argument.	Describes the issues but shows significant misunderstanding of basic issues.
Structure of Argument (1.25%)	Clear structure. Presents a convincing and well developed argument.	Clear structure. Develops a sound argument.	Argument needs further development. Structure needs more clarity.	Poor structure. No clear argument. No clear linkage from point to point.
Writing & Referencing (1.25%)	Uses references correctly. Demonstrates excellent writing skills.	Generally uses references correctly but some parts less well referenced. Competent writing skills.	Some parts not referenced correctly. Writing skills could be improved.	Not referenced correctly. Poor writing skills. Needed proof reading.

3.Group project (50%)

***peer assessment will be conducted as a reference for assessment of one's contribution to the group presentation or project.**

Criterion	Excellent (90-100%)	Good (60-89%)	Pass (30%-59%)	Failure (0-29%)
Level of effort (5%)	Production process and end-product demonstrates great effort and care.	Production process and end-product demonstrates sustained effort and care.	Production process and end-product demonstrates inconsistent effort and care.	Production process and end-product demonstrates little effort and care.

Critical Intervention (15%)	Production process and end- product demonstrates unique and thoughtful critique of social issues	Production process and end- product demonstrates creative and rather thoughtful critique of social issues.	Production process and end-product demonstrates in some respects creative and thoughtful critique of social issues	Production process and end- product demonstrates no critique of social issues
Use of resources & problem-solving skills (12.5%)	Production process and end-product demonstrates creative use of resources, and strong problem-solving skills.	Production process and end-product demonstrates careful use of resources, and good problem-solving skills.	Production process and end-product demonstrates some use of resources, and some problem-solving skills	Production process and end-product demonstrates little use of resources, and little problem-solving skills
Creativity in product-ion & social Intervention (12.5%)	End-product demonstrates a unique sense of creativity in terms of media production that offers effective critical intervention to real-world issues.	End-product demonstrates considerable level of creativity in terms of media production and is clearly aimed for critical intervention to real-world issues.	End-product demonstrates some level of creativity in terms of media production and aims at critical intervention to real-world issues.	End-product demonstrates little creativity and without an intention for critical intervention to real-world issues.
Teamwork (5%)	Excellent performance of teamwork. Demonstrates full communication with formal roles for each group member. Equal distribution of workload.	Good performance of teamwork. Demonstrates some communication with roles for each group member. Moderate distribution of workload.	Fair performance of teamwork. Demonstrates limited communication with informal roles for each group member. Some distribution of workload.	Poor performance of teamwork. Demonstrates no communication with unclear roles for each group member. Unequal distribution of workload.

Important Notes

1. Students are expected to spend commutatively spend 12 hours (i.e. 3 hours of class contact and 9 hours of personal study) per week for to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations and Course Work. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.
3. Students are required to submit writing assignment(s) using Turnitin.
4. To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on https://pla.ln.edu.hk/.
5. Students must adhere to the University's guidelines and practices when using Generative Artificial Intelligence (AI) tools. The official documents "*Guidelines for Using GAI Tools at Lingnan University*" and "*Best Practices for Ethical and Responsible Use of GAI Tools in Course Assessments*" can be found here: https://www.ln.edu.hk/tlc/generative-artificial-intelligence/gai-guidelines-best-practices.

Required/Essential Readings

Crane, D., Kawashima, N., & Kawasaki, K. (Eds.). (2002). *Global culture: Media, arts, policy, and globalization*. Routledge.

Cunningham, S. (2008). Cultural studies from the viewpoint of cultural policy. In J. Lewis & T. Miller (Eds.), *Critical cultural policy studies: A reader* (pp. 13–22). Routledge

Recommended/Supplementary Readings

Bennett, T. (1992). Putting policy into cultural studies. In L. Grossberg, C. Nelson, & P. Treichler (Eds.), *Cultural studies* (pp. 23–34). Routledge.

Chua, B. H. (2012). *Structure, audience and soft power: East Asian pop culture*. Hong Kong University Press.

Cunningham, S. (2014). *Hidden innovation: Policy, industry and the creative sector*. Lexington Books.

Cunningham, S., & Craig, D. (2021). *Creator culture: An introduction to global social media entertainment*. University of New York Press.

Garnham, N. (2005). From cultural to creative industries: An analysis of the implications of the "creative industries" approach to arts and media policy making in the United Kingdom. *International Journal of Cultural Policy, 11*(1), 15–29. https://doi.org/10.1080/10286630500067606

Hesmondhalgh, D., & Pratt, A. C. (2005). Cultural industries and cultural policy. *International Journal of Cultural Policy, 11*(1), 1–13.

Hesmondhalgh, D. (2015). *Culture, economy and politics: The case of New Labour*. Palgrave Macmillan.

Lewis, J., & Miller, T. (Eds.). (2008). *Critical cultural policy studies: A reader*. Blackwell.

Lewis, J. (2013). *Beyond consumer capitalism: Media and the limits to imagination*. Polity.

Pratt, A. C. (2005). Cultural industries and public policy: An oxymoron? *International Journal of Cultural Policy, 11*(1), 31–44.

Stevenson, D. (2003). *Cities and urban cultures*. Open University Press.

Stevenson, N. (2003). *Cultural citizenship: Cosmopolitan questions*. Open University Press.

Szeman, I., Blacker, S., & Sully, J. (2017). *A companion to critical and cultural theory*. John Wiley & Sons.

Throsby, D. (2001). *Economics and culture*. Cambridge University Press.

Williams, R. (1989). Defining a democratic culture (Part 1). In R. Gable (Ed.), *Resources of hope: Culture, democracy, socialism* (pp. 1–38). Verso.

Yúdice, G. (2003). *The expediency of culture: Uses of culture in the global era*. Duke University Press.

Peer Assessment Form

Team: _____

Instruction: Evaluate your peer team members, on their participation in the group project. Due on submission day with the group project.

Name	Criterion	Ratings (1-10)	Further comments (optional)
1	Participation in project activities		
	Fulfilment of her/his roles		
	Leadership		
	Overall		
2	Participation in project activities		
	Fulfilment of her/his roles		
	Leadership		
	Overall		
3	Participation in project activities		
	Fulfilment of her/his roles		
	Leadership		
	Overall		
4	Participation in project activities		

	Fulfilment of her/his roles		
	Leadership		
	Overall		
5	Participation in project activities		
	Fulfilment of her/his roles		
	Leadership		
	Overall		
** peer assessment will be counted into the final mark.			