

## **CUS518 Cultural Policy and Community**

<b>Course Title</b>	:	Cultural Policy and Community
<b>Course Code</b>	:	CUS518
<b>Recommended Study Year</b>	:	Any
<b>No. of Credits/Term</b>	:	3
<b>Mode of Tuition</b>	:	Lecture
<b>Class Contact Hours</b>	:	3 hours per week
<b>Category in Major Prog.</b>	:	MCS (Required course for Digital and Cultural Innovation (DCI) Concentration)
<b>Discipline</b>	:	Cultural Studies
<b>Prerequisite(s)</b>	:	N/A
<b>Co-requisite(s)</b>	:	N/A
<b>Exclusion(s)</b>	:	N/A
<b>Exemption Requirement(s)</b>	:	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 Method

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

<b>Learning Outcome</b>	<b>Class participation and discussion</b>	<b>Mid-term Assignment</b>	<b>Group Project</b>
analyze the key issues addressed, and provide informed views on the concerns of cultural policy in context	✓	✓	✓
critique how culture operates as a resource in specific social settings	✓	✓	✓
apply theoretical perspectives in cultural policy studies to address concrete local and global issues		✓	✓
explain how policy affects the work of cultural institutions, and formulate policy recommendations on the relationship between culture and community			✓

## Assessment

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

- Class participation and discussion      20%
- Mid-term Assignment                      30%
- Group Project                                  50%

## Required/Essential Readings

- Crane, D., Kawashima, N., and Kawasaki, K. Global Culture: Media, Arts, Policy and Globalization. New York and London: Routledge, 2002.
- Cunningham, Stuart (2008). "Cultural Studies from the Viewpoint of Cultural Policy", in Lewis and Miller(ed) Critical Cultural Policy Studies: A Reader, pp. 13-22.

### Recommended/Supplementary Readings

- Bennett, Tony. "Putting Policy into Cultural Studies", in Cultural Studies. Eds. Lawrence Grossberg, Cary Nelson and Paula Treichler. New York: Routledge, 1992, pp. 23-34.
- Chua, Beng Huat. Structure, Audience and Soft Power: East Asian Pop Culture. Hong Kong: Hong Kong University Press, 2012.
- Cunningham S (2014) Hidden Innovation: Policy, Industry and the Creative Sector. Critical media studies. Lanham: Lexington Books.
- Cunningham S and Walter de Gruyter & Co (2021) Creator Culture: An Introduction to Global Social Media Entertainment. New York: University Press.
- Garnham, Nicholas. "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 (2005), pp. 15-29.
- Hesmondhalgh, David and Andy C. Pratt. "Cultural Industries and Cultural Policy". International Journal of Cultural Policy 11:1 (2005), pp. 1-13.
- Hesmondhalgh D (2015) Culture, Economy and Politics: The Case of New Labour. New directions in cultural policy research. Basingstoke, Hampshire: Palgrave Macmillan.
- Lewis, Justin, and Toby Miller. Eds. Critical Cultural Policy Studies: A Reader. Malden, Oxford, Carlton & Berlin: Blackwell, 2008.
- Lewis J (2013) Beyond Consumer Capitalism: Media and the Limits to Imagination. Cambridge, UK: Polity.
- Pratt, Andy C. "Cultural Industries and Public Policy: An Oxymoron?" International Journal of Cultural Policy 11:1 (2005), pp. 31-44.
- Stevenson, Deborah. Cities and Urban Cultures. Berkshire, UK: Open University Press, 2003. Stevenson, Nick. Cultural Citizenship: Cosmopolitan Questions. Berkshire, UK: Open University Press, 2003.
- Szeman I, Blacker S and Sully J (2017) A Companion to Critical and Cultural Theory. John Wiley & Sons.
- Throsby, David. Economics and Culture. Cambridge: Cambridge University Press, 2001.
- Williams, Raymond. "Defining A Democratic Culture". Part 1 of Resources of Hope: Culture, Democracy, Socialism. Ed. Robin Gable. London: Verso, 1989, pp. 1-38.
- Yúdice, George. The Expediency of Culture: Uses of Culture in the Global Era. Durham and London: Duke University Press, 2003.

## 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/>.

## Assessment Rubrics

### **Class participation and discussion (20%)**

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Pass</b>	<b>Failure</b>
<b>Level of participation</b>	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.
<b>Engagement with course materials</b>	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

<b>Quality of analysis and discussion</b>	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.
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### Mid-term assignment (30%)

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Pass</b>	<b>Failure</b>
<b>Understanding of topic</b>	Comprehensive understanding and coverage of issues. Insightful and well-informed. Clearly answers the question.	Clear discussion of relevant issues. Shows good insight into the subject. Answers the question.	Shows some coverage and understanding of main issues. Does not answer the question fully/directly enough.	Very little or no understanding of the issues. Does not answer the question.
<b>Use of evidence</b>	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
<b>Critical analysis</b>	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.
<b>Structure of argument</b>	Clear structure. Presents a convincing and well developed	Clear structure. Develops a sound argument.	Argument needs further development. Structure needs	Poor structure. No clear argument. No clear linkage

	argument.		more clarity.	from point to point.
<b>Writing &amp; referencing</b>	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.

### Group project (50%)

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

Criteria	Excellent	Good	Pass	Failure
<b>Understanding of topic</b>	Comprehensive understanding and coverage of issues. Insightful and well-informed. Clearly answers the question.	Clear discussion of relevant issues. Shows good insight into the subject. Answers the question.	Shows some coverage and understanding of main issues. Does not answer the question fully/directly enough.	Very little or no understanding of the issues. Does not answer the question.
<b>Use of evidence</b>	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
<b>Critical analysis</b>	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.
<b>Structure of argument</b>	Clear structure. Presents a	Clear structure. Develops a sound	Argument needs further	Poor structure. No clear

	convincing and well developed argument.	argument.	development. Structure needs more clarity.	argument. No clear linkage from point to point.
<b>Writing &amp; referencing</b>	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.
<b>Style of presentation &amp; effectiveness in leading the discussion</b>	Demonstrate excellent presentation skills and communication with audience.	Demonstrate good presentation skills and communication with audience.	Presentation skills needs some improvement, and communication with audience needs is inadequate.	Demonstrate poor presentation skills and communication with audience.

### Peer Assessment Form

Team: \_\_\_\_\_

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

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



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