

*PUAD 694-1100*

*MUSE 780-1250*

***Cultural Institutions and Social Capital***

Spring 2015

Wescoe 4035

Wednesdays 2:00 PM-4:50 PM

John Pierce, Instructor ([jcpierce@ku.edu](mailto:jcpierce@ku.edu))

Office Hours by Appointment

(971) 322-8049 (cell)

***Course Syllabus***

**Course Description:**

This course examines the reciprocal relationship of cultural institutions and social capital/civic engagement. On the one hand, cultural institutions have the capacity to influence the nature of social capital and civic engagement in their communities. On the other hand, the nature of social capital and civic engagement in a community may have profound effects on its cultural institutions. In addition to required readings and class meeting discussions, students are asked to participate in and report from either a stakeholder analysis of a local cultural initiative with a focus on the social capital implications or on the creation and analysis of a directory of cultural institutions in Douglas County.

**Competencies:**

- *Values and ethics:* diversity, leadership.
- *Strategic thinking:* administrative policymaking, innovation and management.
- *Engagement:* external awareness.
- *Management excellence:* decision-making, information, information management and technical understanding.

**Instructor:**

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*John C. Pierce* (Ph.D., University of Minnesota) is a political scientist; he has taught at Tulane University, Washington State University, The University of Colorado and the University of Kansas. His primary research area is the impact of political culture and socio-political context on the role of citizens in democratic polities. He has published (co-authored or co-edited) approximately 20 books, essay collections, and research monographs and more than 100 scholarly articles, essays, working papers, book chapters, personal essays, reprinted articles, proceedings and other materials. Pierce currently is Research Associate, Lecturer and Affiliate Faculty in the KU Department of Public Administration and Research Professor at Washington State University at Vancouver. He served as Chair of the Department of Political Science at Washington State University for eight years, Dean of the College of Liberal Arts at Washington State University for eleven years, Vice Chancellor for Academic Affairs of the University of Colorado at Colorado Springs for four years, and as Executive Director of the Oregon Historical Society for three years. Pierce has served on numerous nonprofit boards, including the Whitman County Mental Health Board, the Colorado Springs Pioneer Museum Endowment Board, Washington Commission for the Humanities, the Kansas Humanities Council, the Board of Trustees of the University of Puget Sound, Chair of the Council of Friends of the KU Hall Center for the Humanities, President of the Douglas County Historical Society, the Board of the Friends of the Spencer Museum of Art, and, by appointment of President Clinton, the Columbus Fellowship Foundation.

**Required Texts:**

John Field. *Social Capital*. Routledge Publishing. 2003.  
 Robert Putnam. *Bowling Alone*. Simon and Schuster. 2000.  
 Stephen E. Weil. *Making Museums Matter*. Smithsonian Books. 2002.

**Attendance and Participation:**

Class attendance and participation are required. Attendance will count in the calculation of the final grade. Students are expected to be prepared for each class and to participate fully in all class and group activities. The weekly readings are required and students must come to class ready to discuss and extend the readings.

**Grading Information for Writing and Presentation Assignments:**

One objective of this course is the development of written and oral communication skills crucial to study and practice. The writing and presentation assignments are

included in the course in order to provide experience with these skills, as well as to provide an additional avenue for learning.

Papers will be graded on both content and writing quality. Presentations will be graded on content, presentation style, and *adherence to the time limit*. The following general guidelines will be used to grade assignments.

**A:**

1. The piece conveys a clear description of the topic and its associated functions. The piece accurately addresses the most significance issues and points in the literature on the topic.
2. The piece conveys a clear understanding of the values, functions and systems of the topic.
3. The piece reflects thoughtful reading and analysis of quality research sources.
4. The piece clearly leads the reader to an understanding of the topic. Paragraphs are concise, to the point, and convey the author's message with little effort on the reader's part.
5. The presentation is clear, concise and to the point. The central message is conveyed well. Appropriate illustrations and examples are included that are keyed to the audience.

**B:**

1. The piece conveys a clear description of the topic and its associated functions.
2. The piece conveys a basic understanding of the values, functions and systems of the topic.
3. The piece reflects reading of quality research sources.
4. Paragraphs are concise and to the point. Minor editing might be required to adequately convey the author's message.
5. The presentation is clear and concise. The central message is conveyed well. Some illustrations or examples are included.

**C:**

1. The presentation conveys a message. Links to examples are included but less clear.
2. The piece conveys a confusing and incomplete description of the topic and its associated functions.
3. The piece does not articulate an understanding of values, functions and systems of the topic.
4. Some research sources are cited.
5. Paragraph construction, sentences, word choice, grammar detracts from reader's understanding of author's message.
6. The presentation is confused and it is difficult to understand the message. No examples are included.

**D:**

1. The piece conveys a confusing and incomplete description of the topic and its associated functions.
2. The piece does not articulate an understanding of values, functions and systems of the topic.
3. Some research sources are cited.
4. Paragraph construction, sentences, word choice, grammar detracts from reader's understanding of author's message.
5. The presentation is confused and it is difficult to understand the message. No examples are included.

**Additional Items:**

During various class meetings during the semester, class members may be asked to participate in case study analysis, to view and respond to video presentations, and to listen to and discuss issues with nonprofit professionals.

**Plagiarism:**

All members of this class are expected to uphold the highest standards of professionalism and honesty in their work. As a result, there is a **zero-tolerance policy** regarding plagiarism. Thus, in your research you must acknowledge your intellectual debts. Whenever you use ideas or quote words from someone else's work – including material you've found in books, essays, websites, or emails from a friend – you must cite your sources. In order to avoid unintentional plagiarism and to represent your work honestly, you will need to be meticulous about giving credit to any and all sources you consult, whether directly quoted (even a few words) or paraphrased. **Plagiarism (i.e., the unacknowledged use of others' work) or cheating, including cases of two or more students submitting assignments that are substantially the same in content or language, will be prosecuted according to the University's guidelines.** A plagiarized assignment will receive a grade of **zero**.

A helpful site to assist in avoiding plagiarism is at:

<http://www.writing.ku.edu/students/guides.shtml#2>

Information on University of Kansas sanctions for plagiarism can be found at

[http://www.writing.ku.edu/~writing/instructors/docs/ku\\_handbook.shtml](http://www.writing.ku.edu/~writing/instructors/docs/ku_handbook.shtml)

**Disruptive behavior:**

While the orderly exchange of ideas, including critical questions and comments prompted by lectures and discussions, is viewed as a normal part of the educational environment, the instructor retains the right to limit the scope and duration of these interactions. Students who engage in disruptive behavior, including persistent refusal to observe boundaries defined by the instructor regarding inappropriate talking, discussions, and questions in the classroom, may be subject to discipline for non-

academic misconduct for disruption of teaching or academic misconduct, as defined in the Code of Student Rights and Responsibilities (CSRR), Article 22, Section C, and the University Senate Rules and Regulations, Section 2.4.6. Article 22 of CSRR also defines potential sanctions for these types of infractions.

### **Course Components:**

**1. *Participation.*** Students must come to class with the assignment prepared. Students should bring their books to class. Students are expected to participate actively in class—to answer questions, discuss ideas, share comments, and ask questions. On occasion we will have in-class activities, such as case studies, that will count toward participation points. Students are expected to attend all classes and all course activities outside of class. Class members must notify the instructor in advance of their non-attendance and the reason for it.

**2. *Midterm project.*** Each student will conduct a detailed analysis of a print in the Spencer Museum collection in terms of the messages or evidence it conveys in regard to or implications for social capital. Each student will complete a written analysis (no longer than ten pages) of the study to be submitted at week 8 of the course and to be presented orally to the class at that time. Further directions will be discussed in class.

**3. *Class Projects.*** The class will divide into three groups. One group project involves the conduct of a “stakeholder analysis.” A stakeholder analysis identifies individuals and organizations potentially affected by a particular policy proposal, and assesses a series of attributes of each in terms of the policy question. The second group project will entail the construction and analysis of a directory of cultural organizations in Douglas County. The third project will be an analysis of museum resilience from the perspective of the concept of collaboration and social capital, as expressed in the formation of a cultural district in Lawrence. The projects will be discussed in class. Each group will make a formal presentation of the results of the project in the last class session.

**4. *Term Paper.*** Each student will prepare a term paper on a topic related to the course. The paper will be no longer than ten double-spaced pages. The paper will include a set of at least 15 different references. Each student will report on his/her paper in class as shown in the schedule. At week six, the term paper proposal will be submitted to the instructor for approval.

**5. *Final Exam.*** The final exam will be “take home.” Some choice among questions will be allowed. The questions will be both essay and short answer. The content to be used for answering the questions will come from readings, class discussions, in-class media, and other presentations. The exam will be distributed on the last day of class, and must be submitted electronically to the instructor no later than the date scheduled for the course final as specified in the university finals schedule.

**Grades:**

Attendance/Participation	20%	100 points
Mid-term project	20%	100 points
Course Group Project	20%	100 points
Term Paper	20%	100 points
Final/Take Home Exam	<u>20%</u>	<u>100 points</u>
<b>Total</b>	100%	500 points

The grading scale for the class is: 93%-100% A; 90%-92% A-; 88%-89% B+; 83%-87% B; 80%-82% B-; etc.

**Alteration to the Syllabus:**

The instructor reserves the right to make alterations to the course syllabus depending on the composition of the class, student presentation, and the quality of the work received. Students will receive notification of any changes made to the syllabus.

**General Classroom Policies:**

1. In order to create an atmosphere conducive to learning for all students, it is important that students actively participate in positive ways and avoid distracting and disturbing behaviors. Students are expected to turn off cell phones, pagers, iPods, and any other noisemakers before class begins. Laptops will be allowed in class, but they must be used for class-related purposes only.
2. Disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be immediately reported to the Office of The Dean of Students for appropriate disposition which may result in disciplinary action including possible suspension and/or expulsion from the university.
3. Late submittals of assignments are generally not accepted. In the event that the instructor chooses to accept a late assignment, the grade on that assignment will be reduced. Hard copies of all assignments must be submitted at the beginning of the particular class. Email copies of assignments must also be submitted to the instructor at his KU email address ([jcpierce@ku.edu](mailto:jcpierce@ku.edu)). An incomplete will only be given if coursework completed in the course is of passing quality and some hardship prevents the student from completing the rest of the work on time.
4. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The Office of Disability Resources (DR), 22 Strong Hall, 785-864-2620 (v/tty), coordinates accommodations and services for KU students with disabilities. The

Office Web site is at <http://www.achievement.ku.edu/disability/> If you have a disability for which you may request accommodation in KU classes and have not contacted DR, please do so as soon as possible.

### **Additional Resources to help you succeed:**

Library Assistance: The KU Libraries offers a great collection, much of it available online and reference assistance in person, via phone, via email, and via IM. The Library Liaison for Public Administration is Amalia Monroe. She is available through email [almonroe@ku.edu](mailto:almonroe@ku.edu) and in person on the Lawrence Campus. Librarians at the Edwards Campus Library are also available for individual appointments.

### **Required Texts:**

1. Robert D. Putnam. *Bowling Alone: The Collapse and Revival of American Community*. Simon and Schuster. 2000. Paper.
2. John Field. *Social Capital*. Routledge. 2003. Paper.
3. Steven E. Weil. *Making Museums Matter*. Smithsonian. 2002. Paper.

### **Course Schedule:**

#### **Week 1. January 21: Introduction to the Class**

Overview of class requirements and expectations. Review of syllabus. Read the Moldavanova article, and skim the two by Schmeer. You may use the two by Schmeer, or similar materials, throughout the course in the course group stakeholder project.

Moldavanova, Alisa. 2014. "Two Narratives of Intergenerational Sustainability: A Framework for Sustainable Thinking." *American Review of Public Administration*. DOI: 10.1177/0275074014565390. Pp. 1-20.

Schmeer, Kammi. 1999. *Stakeholder Analysis Guidelines*. Partnerships for Health Reform. Abt Associates. 48 pp.

Schmeer, Kammi. 1999. *Guidelines for Conducting a Stakeholder Analysis*. Partnerships for Health Reform. Abt Associates. 42 pp.

Dreier, Peter, John Mollenkopf and Todd Swanstrom. *Placer Matters*. Pp. 1-36.

#### **Week 2. January 28:**

*Susan Tate, CEO, Lawrence Art Center.*

What is culture? How can culture affect its environment?

Elazar, pp. 1-40; pp. 199-223.

Marstine, pp. 1-36.

Field, pp. 11-43.

### **Week 3. February 4: Social Capital I**

Field, pp. 3-10.

Putnam, pp. 15-64.

Weil: pp. 195-213.

### **Week 4. February 11: Social Capital II**

Easterling, et al., "Assessing Social Capital in Kansas." *The Journal*. Kansas Leadership Center. Pp. 381-397.

Anderson, K. "Community Social Capital." *Handbook of Political Science*: Pp. 42-43.

Pierce, et al. 2002. "Social Capital and Government Performance." *Public Performance and Management Review*. 38-397.

Pierce, John C., Nicholas P. Lovrich and William Budd. 2015. "Social Capital and Sustainability in Italy's Regions: Evidence of Enduring Historical Effects." Paper to be presented at the annual meeting of the Mediterranean Studies Association Annual Meeting in Athens, Greece, May 27-29. 21 Pp.

### **Week 5. February 18: Museums/Culture I**

Weil: pp. 3-90.

Mesa-Bains, "The Real Multiculturalism: A Struggle for Authority and Power," In Anderson, pp: 99-109.

Gaither, "Hey! That's Mine': Thoughts on Pluralism and American Museums," In Anderson, pp: 110-117.

*Kate Meyer at the Spencer Print Room.*

### **Week 6. February 25: Museums/Culture II**

Modavanova, Alisa. "Different Forms of Art and Social Capital."

Grodach, C., et al., The location patterns of artistic clusters: A metro- and neighborhood-

level analysis *Urban Studies* 0042098013516523, first published on February 10, 2014. Pp. 2822-2843.

National Endowment for the Arts. "The Arts and Civic Engagement."

Johnson, Bonnie J. and John C. Pierce. 2014. "Is county level of social, creative and human capital associated with winning Humanities grants in Kansas?" *Nonprofit Management and Leadership*.

*Submit term paper proposal.*

### **Week 7. March 4: Museums/Culture III**

Skramstad, "An Agenda for Museums in the Twenty-first Century," in Anderson, pp: 118-132.

Deepwell, "Feminist Curatorial Strategies and Practices Since the 1970s," in Marstine, pp: 64-84.

Steve Nowak, Executive Director of the Douglas County Historical Society. Meet at the Watkins Museum in Lawrence.

### **Week 8. March 11: Student Reports on 1<sup>st</sup> Half Assignment.**

#### **March 18. Spring Break**

#### **March 25. Sustainability**

Tubadji, Annie. "See the Forest, Not only the Trees: Culture Based Development (CBD) Conceptualizing Culture for Sustainable Development Purposes."

Pierce, John, Nicholas Lovrich, Bonnie Johnson, Tony Reames and William Budd. 2014. "Social Capital and Longitudinal Change in Sustainability Plans and Policies: U.S. Cities from 2000 to 2010." *Sustainability*. Pp. 136-157.

Portney, Kent E. 2003. *Taking Sustainable Cities Seriously*. Chapter 1, Pp. 1-30.

#### **April 1. Group work**

#### **April 8. Resilience**

Lambin, Eric F. 2005. "Conditions for sustainability of human-environment systems: Information, Motivation, and Capacity." *Global Environmental change*. Pp. 177-180.

Walker, Brian and David Salt. 2006. *Resilience Thinking: Sustaining Ecosystems and People in a Changing World*. Pp. 1-14.

Welsh, Peter. "Resilience as a Strategy for Museums." Power-point presentation at the 2014 meeting of the Kansas Association of Museums.

Pierce, John. "Resilience: Responding to the Sustainability Challenge for Museums." Notes for presentation at the 2014 meeting of the Kansas Association of Museums.

**April 15. Group Work**

**April 22. Creative Vitality**

Westaf. *Creative Vitality Index*.

Pierce, John, Bonnie Johnson and Stacey White. 2013. "Social, Creative, Human, and Political Capital Effects on Sustainability Initiatives in Kansas Counties: A Research Note." *Community Development*, Pp. 188-199.

Moldavanova, A. "The Importance of Healthy Cultural Sector."

**April 29. Group Work and Research.**

**May 6. Course Presentations. Take home final distributed.**