Cultural Planning and Urban Development
Y551/A431
Fall 2023

Meeting Time: Mondays/Wednesdays 8.00-9.15am ET (A335)

Instructor: Dr. Joanna Woronkowicz
Office hours: By appointment
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Course Description

Given the popularity of integrating the arts and culture in urban planning initiatives, arts administrators and public sector leaders are frequently being called upon to exercise skills in cultural planning. This course is an introduction to research and practice concerning the intersection of the arts and urban development. Students will gain an understanding of how scholars view the arts and culture in the context of urban development. Additionally, the course will provide an overview of how local governments and cultural leaders currently use the arts in urban development initiatives.

This course is a seminar-based course where students are expected to thoughtfully and critically engage with the readings and discussion in class.

Course Objectives

By the end of this course, the student should be able to do the following:

- Understand how cultural planning fits within urban planning
- Understand the goals of integrating the arts in urban development initiatives and the complexities of achieving and evaluating these goals.
- Argue for the strength and weaknesses of using strategies that use the arts in urban development initiatives.

Course Readings

Course readings can be accessed through Indiana University's library system, via the web, or Canvas. For readings not on Canvas or accessible via a link on the syllabus, the student is responsible for using the IU library system to find the article. Readings should be completed ***prior to the start of the assigned week*** so that students are prepared to discuss the readings in class.

Evaluation

Attendance 10%. Attendance in class is required. Students will be allowed 2 absences from class. Each additional absence will result in a 1 pp deduction in the Class Attendance grade.

Seminar Facilitation 20%. Student-led seminar discussion of readings will take place in each class session. Each student is responsible for planning and leading a 30-minute seminar based on an assigned reading for the week. The instructor will assign dates and readings via Canvas. The instructor will review strategies for planning and leading seminars and demonstrate running a seminar in the first three weeks of the course, and the first student-led seminar will take place in the class meeting on **September 11.** Seminar facilitation grades will be based on the student following the guidelines for running an academic seminar, which will be distributed in the first or second week of class. Each student should submit a completed Seminar Guide via Canvas as part of the assignment.

Journal 30% each student is required to keep a journal during the semester and make *at least two* journal entries per week. The journal is meant to be a portfolio of ideas and should represent a continuing account of that which interests, confuses, or otherwise stimulates your critical thinking about course material. Journal entries should address the topic of the reading material. You are encouraged to include your own experiences related to the course material. Each journal should: • Indicate critical attitude toward the course material and the discussions held in class. • Show learning as well as critical thinking about the topics covered. • Show what you find problematic or hard to understand. • Have questions you want to ask and answers to your questions. • Show what points have come through as a major intellectual breakthrough either while reading or attending the class discussion. Each journal entry is preferred not to exceed two pages single-spaced (12-point Times New Roman font, standard margins) and must be typed. The journals will be graded for breadth and depth and thoughtfulness. A cumulative set of journal entries is due via Canvas on **September 22, October 27, and December 8 by 11:59pm ET**.

Journal Summary 40% The journal assignment is to culminate in a "summary" of your journal entries for this course. Possibilities for "summaries" are very open-ended. It could be a conventional summary of the entirety of your journal entries for the course. It could be an overall reflection on your personal experience of the course and journaling. The journal summary should be typed and be no more than 10 single-spaced pages (12 point Times New Roman font, standard margins). Written journal "summaries" should be neatly produced and be free of spelling and grammatical errors. Evaluation of Journal Summaries will be based on thoughtfulness (creativity is encouraged), the seriousness with which you have honestly sought to come to terms for yourself with what we are covering, and the sincerity of your efforts in the course to develop empathetically objective understandings. The journal summary is due **December 13 by 11:59pm ET via Canvas.**

The final grading scheme is as follows:

A+	100.0%	97.0%
A	< 97.0 %	to 93.0%
A-	< 93.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 83.0%
B-	< 83.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 73.0%
C-	< 73.0 %	to 70.0%

D+ < 70.0 % to 67.0%
D < 67.0 % to 63.0%
D- < 63.0 % to 60.0%
F < 60.0 % to 0.0%

This syllabus should be considered a work in progress, and some readings, topics, or dates may be modified by the instructor from time to time.		
Week	**Module 1: Cultural Planning**	
1	Urban Planning	Jacobs, J. (1961). "Introduction" and "Chapter 22" in *The Death and Life of Great American Cities*. New York: Random House. Available on Canvas.
		Glaeser, E. (2012). "Conclusion: flat world, tall city" in *Triumph of the City: How our greatest invention makes us richer, smarter, greener, healthier, and happier*. New York: Penguin Press. Available on Canvas.
2	Cultural Planning	Markusen, A. (2014). "Creative Cities: A 10-Year Research Agenda." *Journal of Urban Affairs 36*(S2), 567-589.
		Ashley, A.J., Loh, C., Bubb, K., & Durham, L. (2021). "Diversity, Equity, and Inclusion Practices in Arts and Cultural Planning." *Journal of Urban Affairs 44*(4/5), 727-747.
3	Place-based Policy	Glaeser, E. (2005). "Should the government rebuild New Orleans, or just give residents checks?" *The Economists' Voice 2*(4). Available at https://are.berkeley.edu/~ligon/Teaching/EEP100/glaeser05.pdf
		Crane, R. & Manville, M. (2008). "People or place? Revisiting the who versus the where of urban development." *Lincoln Institute of Land Policy Land Lines*. Available at https://community-wealth.org/sites/clone.community-wealth.org/files/downloads/article-crane-manville.pdf
4	The Creative Class	Florida, R. (2003). "Cities and the creative class." *City and Community 2*(1), 3-19.
		Florida, R. (2014). "The Creative Class and Economic Development." *Economic Development Quarterly*, *28*(3), 196-205.
		Glaeser, E. (2004). "Review of Richard Florida's *The Rise of the Creative Class.*" Available at https://scholar.harvard.edu/files/glaeser/files/book_review_of_richard_floridas_the_rise_of_the_creative_class.pdf.
		Florida, R. (2004). "Response to Edward Glaeser's Review of *The Rise of the Creative Class.*" Available at http://creativeclass.com/rfcgdb/articles/ResponsetoGlaeser.pdf.
5	The Creative Class	Markusen, A. (2006). "Urban development and the politics of a creative class: Evidence from a Study of Artists." *Environment and Planning A 38* (10), 1921-1940
		Rodriguez-Pose, A., & Lee, N. (2020). "Hipsters vs. Geeks? Creative Workers, STEM and Innovation in US Cities." *Cities 100*, 102653.
	Module 2: Impacts of Cultural Planning	
6	Economic Development	Amanda Johnson Ashley. (2015). "Beyond the aesthetic: the historical pursuit of local arts economic development." *Journal of Planning History 14*(1), 38-61.
		Seaman, B. (2011). "Economic Impact of the Arts"(Ch. 28) in *A Handbook of Cultural Economics, Second Edition* (Ed. R. Towse).
7	Social Capital	Robert Putnam. (2003). "The arts and social capital" from *Better Together*. Available on Canvas.
		Olken, Benjamin A. (2009). "Do Television and Radio Destroy Social Capital? Evidence from Indonesian Villages." *American Economic Journal: Applied Economics*, 1 (4): 1-33.
8	Livability	Woronkowicz, J. (2016). "Art-Making or Place-Making? The Relationship between Open-Air Performance Venues and Neighborhood Change." *Journal of Planning Education and Research 36*(1), 49-59.
		Zitcer, A., Hawkins, J., & Vakharia, N. (2015). "A Capabilities Approach to Arts and Culture? Theorizing Community Development in West Philadelphia." *Planning Theory & Practice 17*(1), 35-51.

9	Well-being	Carol Graham, Soumya Chattopadhyay and Jai Roberto Lakhanpal (2014). "Using new metrics to assess the role of the arts in well-being: some initial results from the economics of happiness" Working paper, Brookings Institution and National Endowment for the Arts. Available at https://www.arts.gov/sites/default/files/Brookings-Final-Report.pdf
		Wheatley, D. & Bickerton, C. (2017). "Subjective Well-being and Engagement in Arts, Culture, and Sport." *Journal Cultural Economics 41*, 23-45.
10	Gentrification	Zukin, S. (1987). "Gentrification: Culture and Capital in the Urban core." *Annual Review of Sociology 13*, 129-147.
		Grodach, C., Foster, N. and Murdoch III, J. (2014). "Gentrification and the Artistic Dividend: The Role of the Arts in Neighborhood Change." *Journal of the American Planning Association* 80, no. 1, 21-35.
Module 3: Cultural Planning Strategies		
11	Cultural Districts	Santagata, W. (2011). "Cultural Districts" (Ch. 21) in *A Handbook of Cultural Economics, Second Edition* (Ed. R. Towse).
		Rushton, Michael. (2015). "Cultural Districts and Economic Development in American Cities." *Poetics 49*, 20-29.
12	Creative Placemaking	Markusen, A. & Gadwa, A. (2010). *Creative Placemaking*. Washington, D.C.: National Endowment for the Arts. Available at https://www.arts.gov/sites/default/files/CreativePlacemaking-Paper.pdf.
		Markusen, A. & Gadwa Nicodemus, A. (2018). "Creative Placemaking: Reflections on a 21st-century American Arts Policy Initiative." In *Creative Placemaking: Research, Theory, and Practice* (Eds. C. Courage and A. McKeown). Routledge.
13	Ear-marked Taxes for the Arts	Rushton, M. (2005) "Support for Earmarked Public Spending on Culture: Evidence from a Referendum in Metropolitan Detroit. *Public Budgeting & Finance 2*(4): 72-85.
		Hansberry, J. (2000). "Denver's Scientific and Cultural Facilities District: A Case Study in Regionalism." *Government Finance Review* (0883-7856), 16(6).
14	Cultural Infrastructure	Grodach, C. (2010). "Beyond Bilbao: rethinking flagship cultural development and planning in three California cities." *Journal of Planning Education and Research 29* (3), 353-366.
		McCabe, A., Parker, R., & Brown, K. (2011). "Social Outcomes in the Construction Industry: The Case of Western Australian 'Percent for Art' Policy." *Construction Management and Economics 29*(9), 929-941.
15	DATA LAB	

Policies

Assignments

All assignments must be submitted via Canvas unless otherwise instructed.

Canvas

Canvas will be used in this course as a communication tool among students, the TA, and the instructor. Important information about the course will be posted on this site, including all assignment, required reading, material to review, and grades. Using Canvas is a requirement for this course so be sure you have logged on during the first week and make it a habit to check your messages at least 2-3 times per week, if not daily.

Use of AI (such as ChatGPT) in this class.

Using AI (such as ChatGPT) to assist in completing assignments in this class is prohibited. If you do use AI, you will be committing plagiarism* and will be subject to penalties in this class and sanctions by Indiana University.

> ***Plagiarism**: Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. *Any ideas or materials taken from another source* for either written or oral use *must be fully acknowledged*, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course. https://studentcode.iu.edu/responsibilities/academic-misconduct.html. (emphasis added)

Note Selling

Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Materials

The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any

violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Academic Integrity

Just as students have rights, they also have responsibilities. Indiana University recognizes its responsibility to support and uphold the basic freedoms and citizenship rights of all students, and it expects students to be responsible for the following:

A. Uphold and follow all codes of conduct, including this Code, relevant codes and bulletins of respective schools, professional programs or professional societies, and all rules applicable to conduct in class environments or university-sponsored activities, including online, off-campus, clinical, field, internships, or in-service experiences.
B. Obey all applicable university policies and procedures and all local, state, and federal laws.
C. Facilitate the learning environment and the process of learning, including attending class regularly, completing class assignments, and coming to class prepared.
D. Plan a program of study appropriate to the student's educational goals. This may include selecting a major field of study, choosing an appropriate degree program within the discipline, planning class schedules, and meeting the requirements for the degree.
E. Use university property and facilities in support of their education while being mindful of the rights of others to use university property and facilities.
F. Maintain and regularly monitor their university accounts including e-mail and bursar accounts.
G. Uphold and maintain academic and professional honesty and integrity.
H. Be responsible for their behavior, and respect the rights and dignity of others both within and outside of the university community.

In addition to these responsibilities, the university may discipline a student for acts of personal misconduct or criminal acts that are not committed on university property.

More information on Indiana University's Code of Student Rights, Responsibilities, & Conduct can be found at http://studentcode.iu.edu/

O'Neill School expectations of civility and professional conduct[1]

The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities

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[1] These expectations are excerpted from the O'Neill School Honor Code which can be found at: https://oneill.indiana.edu/undergraduate/course-advising/advising/resources.html

outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

Disabilities

If any student will require assistance or accommodations for a disability, please contact the instructor. You must have established your eligibility for disability support services through the Office of Disabled Student Services in 096 Franklin Hall, 855-7578.