

## Cultural Policy in Europe

Module entirely taught in English – 18 hours – 3 ECTS

Compulsory module for CES students – open to visiting students (restricted intake)

Course material available on Moodle (password: **Glasgow!**)

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### **Description of the course:**

This module examines cultural policy in Europe by laying specific emphasis on the ways in which it has been redefined since the early 1980s. We will explore shifts in terms of policy objectives assigned to culture, away from the traditional emphasis on civic education or support for high art.

After defining the type of public action that can be referred to as “cultural policy” and identifying the various actors involved (at EU level, national level but also regional and urban level), the course will focus on a number of case studies in order to analyse how cultural policy intersects with other policy areas (economic policy, city marketing, urban planning, social cohesion, etc.). Our main case study will be Glasgow, which was nominated European City of Culture in 1990 and European City of Architecture and Design in 1999. Glasgow indeed placed cultural policy at the very heart of a strategy aimed at transforming a city marked by unemployment and depression into a revitalised post-industrial city. Many other cities in Europe (Liverpool, Marseille or Bilbao for example) have built a strategy based on the impact of cultural policy on the economy, social cohesion and/or city marketing. In other cases, cultural policy is used as a way of achieving social cohesion, by alleviating social divisions, by bringing together estranged areas within a city or by reconciling divided communities.

Various European cities will be studied in class discussions, like Barcelona, Cork, Ferrara, etc., so as to provide a comparative and critical perspective on the uses of cultural policy in Europe and the effects of such policies on the areas concerned.

This module will be based on lectures and seminars. Most two-hour classes will be divided into one hour of lecture and one hour of seminar discussions based on students’ presentations and readings. This module therefore requires regular attendance, weekly readings and active oral participation in class.

**Provisional class schedule:**

Date	Lecture	Presentation and class discussion
14 Sept.	<b>General introduction:</b> Object and objectives of the course; Practical information; Cultural policy in Europe: General tendencies and variables	
21 Sept.	<b>Glasgow and Urban Regeneration through culture (1)</b> Glasgow’s socio-economic context up to the 1980s – The Tradition of City Improvement	
28 Sept.	No class	
5 Oct.	<b>Glasgow and Urban Regeneration through culture (2)</b> City Marketing	<b>Culture-led regeneration in Marseilles and Bilbao.</b> Based on J. P. Lorente. “Urban Cultural Policy and Urban Regeneration: The Special Case of Declining Port Cities–Liverpool, Marseilles, Bilbao.” In D. Crane <i>et al.</i> (eds.), <i>Global Culture: Media, Arts, Policy, Globalization</i> . New York: Routledge, 2002, pp. 93-104.
12 Oct.	No class (unless catching up)	
19 Oct.	<b>Glasgow and Urban Regeneration through culture (2)</b> Cultural renaissance in the 1980s	<b>Cultural policy and city marketing (Barcelona).</b> Based on J. Rius Ulldemolins. “Culture and authenticity in urban regeneration processes: Place branding in central Barcelona.” <i>Urban Studies</i> , vol. 51, no. 14, Nov. 2014, pp. 3026-45.
26 Oct.	<b>Glasgow and Urban Regeneration through culture (3)</b> Building a Culture-led Urban Regeneration Strategy	<b>Building a cultural strategy: actors, products and impact (Ferrara).</b> Based on M.A. Trasforini. “The Immaterial City: Ferrara, a Case Study of Urban Culture in Italy.” In D. Crane <i>et al.</i> (eds.), pp. 169-90.
2 <sup>nd</sup> Nov.	AUTUMN BREAK - NO CLASS	
9 Nov.	<b>Glasgow and Urban Regeneration through culture (3)</b> Building a Culture-led Urban Regeneration Strategy (cont.) (4) Glasgow European Capital of Culture: cultural, economic and social achievements	<b>Building a cultural strategy: actors, products and impact (Belfast).</b> Based on C. McManus and C. Carruthers. “Cultural quarters and urban regeneration – the case of Cathedral Quarter Belfast”. <i>International Journal of Cultural Policy</i> , vol. 20, no. 1, 2014, pp. 78-98.
16 Nov.	No class (unless catching up)	
23 Nov.	<b>Glasgow and Urban Regeneration through culture (4)</b> Glasgow ECOC, 1990: cultural, economic and social achievements (cont.) (5) The controversy around Glasgow ECOC, 1990.	<b>The cultural, economic and social impacts of major cultural events (Stavanger).</b> Based on N.A. Bergsgard & A. Vassenden, “The legacy of Stavanger as Capital of Culture in Europe 2008: watershed or puff of wind?” <i>International Journal of Cultural Policy</i> , vol. 17, no. 3, 2011, pp. 301-320.
30 <sup>th</sup> Nov.	<b>Glasgow and Urban Regeneration through culture (5):</b> The controversy around Glasgow European Capital of Culture, 1990. (cont.) <b>General conclusion</b>	<b>Protests against culture-led regeneration (Cork)</b> Based on C. O’Callaghan. “Urban anxieties and creative tensions in the European Capital of Culture 2005: ‘It couldn’t just be about Cork, like’”. <i>International Journal of Cultural Policy</i> , vol. 18, no. 2, March 2012, pp. 185-20
7 <sup>th</sup> Dec.	No class (unless catching up)	
14 <sup>th</sup> Dec.	<b>Final in-class exam</b>	

**Assessment:**

- EITHER Oral presentation OR Reading record (50%)
- AND Final in-class exam (40%)
- AND Oral participation (10%)

Presentations:

- Groups of 2 or 3 students
- Duration: 20 minutes
- Should include **a summary and a discussion of the article** under study, as well as **background elements** and/or **complements** on (one of) the case study/ies analysed in the article and, possibly, a **comparative perspective**. Some **research** is needed to complement the content of the article (research articles, press articles, official websites, critical perspectives...). It is important to **tackle the main theme of interest** identified in the table above, but other themes of interest may be developed.
- An introduction, outline and conclusion are needed
- Collective responsibility for the quality of the work presented; individual assessment of each student's performance
- A **powerpoint** with some pictures / graphs / figures, etc. is expected and **should be sent to the instructor by e-mail at least 24 hours in advance, ie on Wednesdays before 16:00**. A penalty will be applied if papers are handed in later than scheduled.
- Sources need to be properly referenced at the end of the powerpoint presentation
- Students are responsible for **distributing speaking time** between themselves evenly and dynamically
- A short **Q&A session** will follow; reactions in this session is fully part of the presentation exercise and will impact the final grade.

Reading records:

- Collective work (groups of 2 to 3 students)
- Expected length: 1500-2000 words
- Should include **a summary and a discussion of the article** under study, as well as **background elements** and/or **complements** on (one of) the case study/ies analysed in the article and, possibly, a **comparative perspective**. Some **research** is needed to complement the content of the article (research articles, press articles, official websites, critical perspectives...). It is important to **tackle the main theme of interest** identified in the table above, but other themes of interest may be developed.
- The structure of the report should be as follows:
  - Introduction, presenting the article under study and announcing the themes/questions you will develop further (100-350 words)
  - Short summary of the article (150-350 words)
  - Discussion of the contents of the article in at least two thematic parts (*without following the outline of the article*): this can consist in an analysis of the implications of the author's thesis, the development of background elements relevant to the contents of the article, a critical perspective on the contents of the article, a comparison with another article on a similar topic, a comparison with another relevant situation, etc. (at least 1000 words)
  - Conclusion (50-200 words)

- Bibliography / references
- Collective responsibility for the quality of the work presented
- Sources need to be properly referenced (footnotes)
- **Assignments to be handed in by e-mail at least 24 hours before the paper concerned is to be discussed in class (ie on Wednesdays before 16:00).** A penalty will be applied if papers are handed in later than scheduled.
- **Authors of reading records are expected to take an active part in the discussion that will follow the presentation;** their oral contribution will be part of assessment.

Registration for presentations and reading records:

- Registration for presentations and reading records will be done through a Google form posted on Moodle on Thursday 29<sup>th</sup> September at 21:00; this form will be available until 3<sup>rd</sup> October 12:00; **failure to register for a presentation or a reading record will entail a grade of 0/20.**
- Groups will be made by the instructor on the basis of preferences mentioned in the form and on a **first-come first-served** basis. Groups will be published on Moodle around 6<sup>th</sup> October.
- **Once registered for a presentation or reading record, students are due to attend the corresponding class.** Absence without proper justification (medical certificate) for the class during which a student was supposed to give a presentation will entail a grade of 0/20. Absence without proper justification (medical certificate) for the class during which a student was supposed to moderate a presentation after writing a reading report will entail halving the student's grade (eg 07/20 instead of 14/20).
- Failure to do a presentation or to hand in a reading record will entail a grade of 0/20.

Final in-class exam:

- Duration: 1h30
- Two essay questions to answer from a choice of 4-6 questions
- Expected length: c.400 words for each question
- Each question should be answered through a **structured essay** (short introduction, development with several paragraphs, short conclusion), presenting a **personal argumentation** based on relevant examples implying a **comparative framework** of analysis. In the whole paper (the 2 questions taken together), students need to refer to **Glasgow** and **at least two other case studies** analysed during the semester (through the presentations and discussions)

## Bibliography

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