THE ARTS AND ARTIST IN URBAN REVITALIZATION, Spring 2016

Tuesdays, January 26 – March 8, 2016
Waverly Building, 24 Waverly Place, Room 567
6:45 pm – 8:25 pm

Professor Tim Tompkins, tmt6@nyu.edu
Professor Sherry Dobbin, srd6@nyu.edu

Course Description and Objective: This 7-week, 2-credit course examines the varied role of art in revitalizing cities through arts institutions, individual artists, public art programs and partnerships with the public and non-profit sectors. We will use case studies and discussions with leading practitioners in diverse fields to evaluate artistic interventions both with respect to their artistic merit and impact on urban spaces. We will examine how the economic, geographic and social context shapes both art and its role with respect to public policy goals. Students will learn to analyze existing projects and programs and develop the skills needed to plan creative and effective artistic interventions. The class is relevant for artists and arts managers interested in how art responds to and changes the urban environment, as well as public and non-profit managers who want to better understand how art and artists can achieve urban revitalization goals. In the process we will examine and broaden the traditional definitions of public art.

The two professors – one of whom has worked in New York City government and non-profits focused on urban economic development and revitalization, and the other of whom has curated public art programs both in the UK and New York and managed major non-profit arts organizations – will supplement their knowledge and experience with guest speakers and readings that cover both theory and practice with respect to arts and urban revitalization. The course aims to provide students with the tools and concepts to discuss, analyze and measure the roles of artists and arts projects in urban revitalization from the perspectives of these different practitioners.

Classes will consist of opening presentations by the professors that cover public policy and arts-sector perspectives, followed by seminar-style discussions of assigned readings and moderated conversations with guest speakers. Throughout the term the professors will reference and require students to review current media coverage of urban arts initiatives to explore how course themes, topics and analyses relate to existing programs, policies and controversies. Students will select a case study of their own choosing as their final paper topic.

Preparation and participation in class is essential, as the students will draw on class lectures, discussions and guests for all class assignments. Both professors must be notified in writing in advance of absences, barring extraordinary circumstances.

Office Hours: Office hours are by appointment and must be confirmed via email. Students should indicate their topic of discussion. As the professors are adjunct lecturers, they will be available Tuesday evenings before class (5:00 pm – 6:30pm) and following class (8:30 pm – 9:00 pm) in a location TBA. Some additional times may be available by appointment.

Course Requirements:

1. Class Preparations and Participation (10%).

   Class meetings include lectures and seminar-style discussion of assigned readings and case studies. Students are held responsible for reading assigned material as the basis for regular and informed participation in class discussion. Required readings are listed below each week’s topics (see Course Schedule). NYU Classes folders for each class session contain additional articles and reports helpful to an understanding of the course. Additional items may be added throughout the semester.

2. Short Assignment One (20%). Due February 2 by noon. Assignments are to be uploaded as a PDF on the Assignments tab of the NYU Classes page. Documents should be saved as: ‘Short Assignment One 160202_Last Name’

   Drawing on two case studies from the websites provided below, and another case study of your own choosing, you will discuss three artistic interventions that made a significant positive contribution to the life of an urban area. Articulate why you think each project was a success from (a) an artistic perspective and (b) an urban revitalization perspective. State the single most important justification for further or similar funder investment...
from (a) the government, (b) the private sector, and (c) a non-profit or philanthropic entity. Write 250-word responses to the above questions and provide a weblink for each of the three projects.

- [futurecity.co.uk/projects/](http://futurecity.co.uk/projects/)
- [artplaceamerica.org/grantees?search_api_views_fulltext](http://artplaceamerica.org/grantees?search_api_views_fulltext)

3. **Final Paper Proposal (NOT GRADED).** Due February 9 by noon. Assignments are to be uploaded as a PDF on the Assignments tab of the NYU Classes page. Documents should be saved as: ‘Final Paper Proposal 160209_Last Name: Title of Paper’.

   This brief proposal should include the title of the chosen case study, lead artist or group, city, year, type of artistic intervention, at least one photo, a weblink that further describes the intervention, and a 250 word description of why you chose this example. Be prepared to explain your selection and the reasoning in either this class or subsequent classes in 3 minutes or less.

4. **Short Assignment Two/Final Paper Topic (20%).** Due February 16 by noon. Assignments are to be uploaded as a PDF on the Assignments tab of the NYU Classes page. Documents should be saved as: ‘Short Assignment Two 160216_Last Name’.

   In 500-750 words, cite a case study of an artistic intervention that has recently taken place (within the last 5 years) or is currently taking place but is not a model you feel should be replicated or funded further. Explain why and what the lessons are for funders and policy makers. Use the concepts that we have been discussing in the course as well as relevant readings. Provide a link or article which briefly describes the project.

5. **Final Paper (50%).** Due March 29 by 11:59pm. Assignments are to be uploaded as a PDF on the Assignments tab of the NYU Classes page. Documents should be saved as: ‘Final Paper 160329: Last Name: Title of Paper’

   - Students will prepare a 10-page, double-spaced research paper with footnotes, that draws from the readings, discussions and ideas from the course. The final paper should be written as if to be published in a journal and distributed to either policy makers in the field of arts or urban revitalization or to funders from a governmental, private sector, civic or philanthropic entity. Be sure to (a) describe the project in one paragraph; (b) state the criteria (more than one) that should be used to determine whether the project is a success (i) from an artistic perspective and (ii) from an urban revitalization perspective; (c) describe how you would measure or assess whether those criteria have been met and (d) finally, state the shortcomings of any system that attempts to measure or set criteria for the “success” of such an intervention.
   
   - Include a comprehensive list of all references used at the end of the paper.
   
   - See NYU Classes for **Guidelines for Final Research Paper** and **Wagner Integrity Statement**
COURSE SCHEDULE
The order of the speakers and related content is subject to change. The following week will be confirmed at the end of each class. When in doubt, check NYU Classes to confirm the readings and speakers.

WEEK ONE: JANUARY 26

Course Introduction: Roles of Arts and Artists in Urban Revitalization
What are the public sector’s goals in identifying and nurturing artistic activity? What is the perspective of the artist in engaging and changing the city? What are the common forms of artistic intervention and the basic elements of economic development?

We shall introduce the course, its objectives and class format; review the guest lecturers and assignments; provide a framework for discussing both artistic practice and how it is viewed in the context of urban revitalization; and facilitate the first class discussion. Please upload your resume to NYU Classes under “Assignments / Resume.” Be prepared to comment on the reading, as well as share a project, exhibition, initiative or article that inspired you to take the class.

Required Reading: Please read all. Be prepared to speak about one in more detail, as indicated by your last name.

  o Almenana, Brown, Bruneau, Cong, Flippen
  o GarciaDiego, Grimaldi, Hansen, Hansman, Leung
  o Lynn, Mavronicolas, Meyer, Mintz, Reese
  o Ren, Takashima, Wagner, Wen

WEEK TWO: FEBRUARY 2 | DUE TODAY, BY NOON: SHORT ASSIGNMENT ONE
Gauging Success: Arts, Commerce & Measuring Success in the Artistic and Revitalization Realms

Moderated Discussion Relating to Final Assignment
Students will discuss the measures and criteria for determining successful artistic interventions in the public realm. There will be a discussion regarding broadly accepted measurements, gaps in present evaluation metrics and new measures being explored. The objective is to use the group discussion to inform the final research paper.

Guest Moderator: Holly Sidford, President of Helicon Initiative; Andrew Forman, Senior Researcher, Center for an Urban Future

Required Readings:
- [http://artofchange.is/category/meaning/](http://artofchange.is/category/meaning/)
WEEK THREE: FEBRUARY 9 | DUE TODAY, BY NOON: FINAL PAPER PROPOSAL

Artist-Led Initiatives

Students will focus on established definitions for artistic practice within the public realm, and explore the roles of the artist(s). We will explore a few case studies of artist projects that are part of long-term sustainable development in Houston, New Orleans, Chicago and Detroit.

Guest Speaker: Artists: Stephen Lambert; Christopher Robbins of Ghana Think-Tank; Brooke Singer (all on Faculty at SUNY-Purchase)

Required Readings:
- http://visitsteve.com
- http://www.ghanathinktank.org/about/
- http://www.brookesinger.net/
- Claire Doherty, editor, Out of Time, Out of Place, Public Art (Now), (2015), Foreword, Introduction, Chapter introductions
- http://artofchange.is/three-artists-who-think-outside-the-box/
- Clayton Lord, Editor, (2015), Arts and America: Arts, Culture and the Future of America's Communities, Arts, Political Activation & Immigration, pp. 151-164 Americans for the Arts

WEEK FOUR: FEBRUARY 16 | DUE TODAY, BY NOON: SHORT ASSIGNMENT TWO

Social Engagement and “The Community”

How do institutions and artists reflect, engage and empower communities? What questions must the artist consider when planning an artistic intervention? Students will focus on the roles of communities with artistic intervention, revitalization and the physical and programmatic work within their communities.

Guest Speaker: TBD

Required Readings:
- http://www.torontoartscape.org/about-artscape
- http://www.artplaceamerica.org/blog/introducing-our-arts-matrix
- http://www.artplaceamerica.org/blog/community-development-matrix-20

WEEK FIVE: FEBRUARY 23

Public-Private Sector Partnerships: Relationships with Developers & Neighborhood Transformation Initiatives

Students will explore the private sector’s role and interest in making investments in cultural or artistic interventions to support their developments.

Speaker: Debra Simon, Brookfield Properties; Gonzalo Casals, Director of Public Programs, Friends of the Highline

Required Readings:
- http://www.artsbrookfield.com/about/
- Clayton Lord, Editor, (2015), Arts and America: Arts, Culture and the Future of America’s Communities, Arts, Tourism & Cultural Diplomacy pp. 129-140, Americans for the Arts
WEEK SIX: MARCH 1

The Role of Government and Philanthropy in the Cultural Sector
Students will explore the roles of government in establishing national and local commitments to the arts and their communities, as well as how they vary locally and internationally.

Guest Speaker: Eddie Torres, Deputy Commissioner, NYC Dept. of Cultural Affairs

Required Readings:
- http://www.citylab.com/design/2013/01/3-examples-powerful-placemaking/4329/
- https://www.arts.gov/exploring-our-town/
- http://www.artplaceamerica.org/grantees?search_api_views_fulltext
- http://futurecity.co.uk/projects/
- http://spaceworkstacoma.com

WEEK 7: MARCH 8

Student Presentations & Discussions of Featured Projects
Students will give 3-minute oral presentations, accompanied by a short PowerPoint presentation (3-5 slides) as visual aid, focusing on the chosen topic of their final paper. The presentation must cover crucial lessons for policy makers and funders from the case study relating to their topic. Students should be prepared to answer questions from Professors Dobbin and Tompkins as well as their fellow students about the larger lessons that grow from their case studies.

ADDITIONAL READING / VISUAL RESOURCES
There are several OPTIONAL articles and reports on NYU Classes in the “Additional Readings” folder. You may also find the following texts useful:

- Maria Rosario Jackson et al., Cultural Vitality in Communities: Interpretations and Indicators, The Urban Institute (evaluation in NYU Class “Additional Readings” folder)
- National Endowment for the Arts, Live from Your Neighborhood: A National Study of Outdoor Arts Festivals. (festivals)

MARCH 29 | DUE TODAY, BY 11:59 PM: FINAL PAPER