

Art Policy and Advocacy

Policy Quest

The aim of this assignment is for you to learn about some of the important issues, events, and individuals in the history of arts policy in the United States. At the same time, you will be gaining research skills that will help you improve your research capacity in this course and others. The questions posed are intentionally posed in a way that requires you to do research and a bit of problem-solving to figure out exactly what information is needed.

With that said, in this assignment, you should find information to respond to the posed questions **by any means you can!**

What that means is that it is not readily obvious how you should answer the questions, where you should go to find the answers, or what answers are required. As a graduate student, you will encounter similar situations when you are conducting research for papers and projects you will complete. The ability to develop your own research leads based on vague or ambiguous ideas has great value for this reason.

Keep in mind that “research” does not just pertain to looking things up in books. As a researcher, you should begin to discover the multiple ways you can track down data. A savvy researcher might, in fact, begin with a subject librarian who can show ways to facilitate the search.

Before beginning this assignment, note that:

- All questions relate to the fields of arts management and arts policy, so you should find answers for each that relate to these areas. If you are unsure about the information you find – KEEP LOOKING!
- Provide an answer for each question. Be as complete and specific as possible, but it’s OK to provide one or two paragraphs for each.
- Add in relevant information that provides dimension and context to your answer. Your goal should be to demonstrate the **depth and breadth** of information you have acquired. One or two sentences to answer a question will not suffice.
- Write in complete and correct American English sentences.

The results of your research will be the basis for course discussion.

Questions:

1. Who is Livingston Biddle, and why is he important?

2. Why was the arts community so mad at John Frohnmayer?
3. What is the title of the legislative act in which the National Endowment for the Arts was originally created?
4. Who said, "Contemporary art is perverted art?" Why did the person say that? What were the implications and consequences of saying it?
5. What does "access versus excellence" mean in the context of the arts? What relevance does it have for arts policy formulation and implementation?
6. What was Dana Gioia's job in 2007?
7. Who signed the National Endowment for the Arts into legislation the first time? Where? When? Why did he sign it instead of his predecessor?
8. What did Poets Against War do to Laura Bush?
9. Who was chairperson of the National Endowment for the Arts under Ronald Reagan? What did this person do that makes people want to recognize the particular efforts made for the arts?
10. What is NASAA?
11. What was NALAA? What did it become?
12. What is GOALS 2000, and what did it do for the arts?
13. Why did Congress get mad at Jane Alexander?
14. Who is Bill Ivey? What did he do that is important in an arts-policy context?
15. What is ICCPR? What do they do to keep people informed about cultural policy issues?
16. What is the American Assembly, and what does it have to do with the arts?
17. What is American Canvas Forum, and what does it have to do with the arts?
18. What is the WPA? How did it both help artists and hurt artists?
19. Why are the Nancy Hanks Lectures named after Nancy Hanks? What purpose do the lectures serve?

20. Who is Toby Miller, and why should we know who he is?
21. What does IJAM do, and why?
22. What is the most interesting thing you learned as the result of this assignment? What is the most useful thing you learned?