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ХАНС ЕЛЬБЕСГАУЗЕН
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ВИКЛАДАННЯ КУЛЬТУРОЛОГІЇ В ДАНІЇ

SYNOPSIS ABOUT CULTUROLOGY/CULTURAL STUDIES IN DENMARK

Описано політичну організацію сфери культури в Данії, наведено перелік науково-дослідних та навчальних закладів, що мають справу з культурологією.

Ключові слова: культурологія, культурна політика, вища освіта, сфера досліджень, ступінь магістра.

Описано политическую организацию сферы культуры в Дании, предложен перечень научно-исследовательских и учебных заведений, занимающихся культурологией.

Ключевые слова: культурологія, культурна політика, вище образование, область наукових досліджень, ступінь магістра.

The author describes the political organization of the cultural sector in Denmark, lists research and educational institutions focusing on cultural studies, and gives an overview of core disciplines containing elements of cultural studies.

Key words: *cultural studies, cultural policy, higher education, research area, Master's degree,*

About the term

The term *culturology* is almost unknown in Denmark. I'm not sure whether *culturology* means something very specific in an Ukrainian context or if it is synonymous with cultural studies. Therefore I start with a brief definition; then you have the opportunity to compare the elements with the notion of *culturology*.

In a research paper about the history of the concept (Anne Scott Sørensen, 2007) modern cultural studies is defined by four different topics:

- Culture as everyday life practice related to discourses and semiotics
- Aesthetic processes focusing on perception, emotion, experience and participation
- The interference between man and technology in the new global cultural industries
- Philosophy of culture and history of culture

But you might find other definitions because the concept as such is a broad and amorphous one.

In Denmark the term *cultural studies* is most common, but you might also find terms like *cross-cultural studies, cultural policy studies, cultural research* or *arts and culture*.

The political organization of the cultural sector

Ministry of Culture and some of its policy areas: children and youth culture; creative and cultural business; creative arts; libraries, media, sport, the Danish language. Until recently, a number of research and educational institutions were also allocated to the Ministry of Culture, among others the RSLIS. Today only education in fine arts is part of the Ministry of Culture. RSLIS belongs today to the Ministry of Higher Education.

The Danish Agency of Culture is an agency under the Ministry of Culture. It carries out the cultural policy of the Danish Government. Its vision is to support arts and culture as a driving force, moving the individual, supporting democracy, creating value and strengthening the local as well as the extended communities. The Agency consists of four centers. a) Centre for libraries, media and digitisation; b) Centre for cultural heritage and architecture; c) Centre for cultural institutions and grants for running expenses d) Centre for funding the arts. In regard to the library sector the Agency of

Culture is responsible for developing and innovation processes in the sector.

Research and educational institutions focusing on cultural studies

To start with I give a brief overview over some of the research and teaching activities at Danish universities. Afterwards I will go in depth with the research and teaching activities at the Royal School of Library and Information Science (RSLIS).

University of Copenhagen:

a) The Department of Arts and Cultural Studies aims at offering research and education of traditional disciplines of culture and aesthetics. (BA level to PhD level)

b) The Department of Cross-Cultural and Regional Studies contributes to the development of knowledge of different cultural and historical phenomena via topics like literature and social studies, history of religions, anthropology, archeology and history. (Many study programmes).

c) The Department of Scandinavian Research offers mainly research in Norse, Icelandic and Faroese language and literature, Danish dialects, regional languages and sociolects as well as Danish and Nordic place-names and personal names.

University of Aarhus:

a) The Department of Culture and Society comprises a wide range of programmes, which makes it possible to approach cultural and social conditions from many angles: Anthropology (incl. Human Security), Archaeology (Prehistoric, Medieval, and Renaissance), Asian Studies (Chinese, Japanese/South-East Asian Studies, Arab and Islamic Studies), Philosophy and the History of Ideas, History, and Classical Studies (Classical Archaeology and Classical Philology), Area Studies Europe (incl. International Studies, and Eastern European Studies), the Study of Religion, and Theology. (BA to PH.D.)

b) The Department of Aesthetics and Communication comprises a wide range of programmes: Fiction and fictionality; Globalization, migration and memory; Cultural transformations; Mediality, Materiality, Aesthetic Meaning; Media, Communication and Society; Humans and Information Technology; Modernity and Cultural Transfer, Language, Cognition and Learning in a Multilingual World. (BA to PH.D.)

University of Southern Denmark

a) Department for the Study of Culture conducts research, teaching and external communication in a variety of fields including epistemology, ethics, literature, science, music aesthetics, cultural studies, cultural and communication, culture and learning; Danish and foreign literature, text and literature, media, media culture,

information technology, secondary and university pedagogy, didactics. (BA — PH.D.)

b) Department of Language and Communication covers a wide range of research within language and communication studies and is broadly concerned with investigating how humans create meaning. Research Fields are Language Acquisition, Cognition, Interaction, Organisational Communication, Multimodality, and Grammatical Description and Theory. (BA — PH.D.)

Roskilde University Center

a) Department of Culture and Identity carries out research and teaching in Danish, English, French, German, History, Philosophy, Theory of Science and Cultural Encounters. (BA — PH.D.) Research Programmes are for example: Ecolinguistics — Dialectical Theory of Language and Communication; Network for Corporate Storytelling; Communication, Culture and Society. (BA — PH.D.)

b) Department of Environmental, Social and Spatial Change is engaged in interdisciplinary work in working life and health promotion, mobility and urban studies, climate change mitigation and adaptation, biological production, environmental risk and designing human technologies. A specific research groups has focus on space, place, mobility and urban studies and investigates relations between everyday life, culture, settlement and industries, social exclusion, intercultural relations, new technologies and creative industries in theory and in practice. (BA — PH.D.)

Copenhagen Business School

a) Department of Intercultural Communication and Management carries out research and teaching in Corporate and Organisational Communication, Intercultural Management, Organisation Studies, Corporate Social Responsibility, Corporate Branding, Consumer Studies, Creative Industries, Media Studies, Business and Development Studies, (Global) Governance, and Management Education Studies. The department's cultural and communicative orientation enables its researchers to pose research questions that take them across well-established disciplinary boundaries. (BA — Ph.D.)

Royal School of Library and Information Science (University of Copenhagen)

The Royal School of Library and Information Science (RSLIS) offers higher education and conducts research in the field of Information Science and Cultural Communication. It offers instruction to undergraduates, graduates, librarians, master degree candidates and doctoral candidates. RSLIS merged into The University of Copenhagen 1th of April 2013.

Centre for Cultural Policy Studies

The Centre for Cultural Policy Studies, established at the Royal School of Library and Information Science in 1998, operates as from

1 January 1998 for the purpose of strengthening basic as well as applied research in the field of Cultural Policy in Denmark.

The aim of the Centre is to implement research activities of its own and to undertake commissioned research and surveying and mapping studies together with evaluation of projects and experiments in the following fields:

- Cultural policy on a national scale, i.e. state level, on a regional level, i.e. county-based, and in municipalities.
- The interaction between the different levels are included as well
- Development and institutionalization processes
- Surveys of clientele and user studies.

Research Areas at RSLIS:

RSLIS has defined six priority areas within information science and cultural communication, which together account for Academy's research profile for the period 2009-2014:

Innovation at libraries

Research Analysis

Information and Interaction Design

Information Literacy

Cultural dissemination

Knowledge and Information Theory

Master's Degree Programme: Structure and Duration

The Master's degree programme covers two years and comprises 120 ECTS, of which the concluding thesis semester accounts for 30 ECTS. The structure of each of the three first semesters of the Master's programme consists of core modules of 20 ECTS each and elective modules of 10 ECTS each. Students choose one 20 ECTS core module and one 10 ECTS elective module each of the first three semesters. There are at the moment 12 different core modules to choose from.

1 st semester	2 nd semester	3 rd semester	4 th semester
Core module 20 ECTS	Core module 20 ECTS	Core module 20 ECTS	Thesis 30 ECTS
Elective module 10 ECTS	Elective module 10 ECTS	Elective module 10 ECTS	

Description of Core Modules in regard to cultural studies' elements

1. Communication

Communication and information/cultural dissemination are seen as mutually dependent and integrated processes. The module deals

with communication's significance in dissemination at individual, group and organizational levels alike. It also examines the contextual anchoring of communication. In this module, communication will be related to concrete contexts, and reversely, the module may choose specific contexts as starting points for communication analyses.

After completing the module, the student must:

- a. Have knowledge of scientific theories, methods and practice concerning the analysis of communication and its context.
- b. Be able to apply relevant scientific theories and methods in relation to an analysis of communication and context
- c. Be able to handle and discuss communication strategies, products or models for handling communication in a context

2. Knowledge Media in culture and society

Based on media theory and media history different understandings of how media are used and function in different social and cultural spaces will be discussed and analyzed. It will be illustrated how media affects the organization of knowledge, how media itself organizes knowledge and how this is done by interacting with users.

Oral communication, written texts, visuality and digitality frame, organize and remediate knowledge in different ways; based on relevant theories the communicative aspects of knowledge will be discussed. The course illustrates furthermore how media users develop specific media 'literacies' when using media. Lastly, theories of mediatization and examples of mediation of knowledge, for example in relation to science, aesthetics or experience culture will be included in the course

After completing the module, the student must:

- a) have knowledge about the media's role in the communication of knowledge in culture and society and about how users mediate knowledge through media
- b) on a scientific basis understand and discuss media forms, media theory and media history and be able to identify relevant scientific issues
- c) be able to plan specific communication activities involving different media.

3. Cultural institutions in the knowledge and experience society

The module focuses on changing social conditions that challenge the entire cultural sector and its institutions in the 21 century. The interaction between globalization, media, digital technology and cultural liberation will be analyzed. The significance of these changes for the sector and cultural institutions, for users and user cultures will be explored. Roles, functions and the legitimacy of cultural institutions and cultural dissemination will be examined. The context for this is that traditional quality-hierarchies in fine arts are

dissolving, that experiences, aesthetic production and aesthetic communication are generally available, and that recognition, presence, participation and critical dialogue are required by users. All this is a challenge to professional authorities and perceptions of quality. The module, with its theoretically, methodologically and analytically elements, is anchored in this complex field.

After completing the module, the student must:

- a) be able to demonstrate understanding of significant social and cultural theories
- b) be able to analyze the interplay between social, cultural and institutional development
- c) be able to develop theoretically based models for innovation in the cultural sector

Elective Modules in the Master's Degree Programme

A number of elective modules are offered each semester. Just as the core modules, the elective modules are related to the research at RSLIS, but in a more experimental way. For instance, the content of the elective modules may be connected to research fields and themes that are not completely developed yet. They may also aim to test specific practical issues. Thus, the elective modules are a kind of scientific workshops where focus can be of theoretical or practical character. The elective modules may vary from one semester to the next. In the elective modules, the student gets the opportunity to sharpen his/her individual Competency Profile.

A) «The Expressive dissemination of Culture» is an example from one of the most challenging, interesting and productive modules in cultural studies. Here is an excerpt from the book «Ekspressive Kulturformidling — i teori og praksis». [Gitte Balling & Beth Juncker (ed.), 2011]

Based on an analysis of changing social and cultural conditions, which put pressure on cultural institutions and culture, it is the goal in our research-project «The Expressive dissemination of culture — theory and practice»:

- to identify, discuss and develop theories and theoretical concepts that can contribute to the renewal of dissemination practices in cultural institutions
- to analyze and discuss selected examples of current practices that can help to develop and renew the basis for dissemination practices in and via cultural institutions
- to develop, through the interplay between theory and practice, analytically-based examples of strategies for cultural dissemination, relying on a new relationship between enlightenment and education.

B) Intercultural perspectives in the dissemination of information and culture

The course aims to provide students with insight into a research field, which has been given extra attention in the age of globalization. Research into intercultural communication is wide-ranging: anthropology, hermeneutics, linguistics or psychoanalysis — they all contribute to illuminate the dialectics between foreign understanding and self-understanding. The course provides insight into theoretical, historical and communicative premises for the dissemination of information and cultural knowledge, focusing on libraries, cultural institutions and other organizations. Intercultural contact is defined as encounter and confrontation between perceptions, which are considered as normal and self-evident but differ from each other due to their cultural origin.

The course comprises four focus areas

- Introduction to the relational and dialogic perspectives in intercultural contact
- Analysis of projects with comparative perspective
- Analysis of library projects focusing on intercultural practice
- Analysis of projects dealing with the cooperation of organizations or business domains across national and cultural borders

The examples above show a small selection of how cultural studies are taught at RSLIS. Cultural Studies are not taught as an independent discipline at RSLIS. RSLIS's goal is to expand information sciences by a cultural dimension.

A short comment:

Nearly all information, used above, is available on the Internet. I have compiled the information.

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EDUCATING ARTS MANAGERS AT AMERICAN UNIVERSITIES

ПІДГОТОВКА АРТ-МЕНЕДЖЕРІВ В АМЕРИКАНСЬКИХ УНІВЕРСИТЕТАХ

The article explores the basic concepts of degree programs in Arts Management taught at U.S. universities: the curriculum is based largely on education in the arts; arts managers are seen as coordinators and mediators; the applied program component prevails over the theoretical one; internship and a student project are important parts of the curriculum.

Key words: *the arts, culture, business, arts administration, degree program, project management.*