

**Arts Management 300. Section 1**

**Communication 338/538. Section 1**

**Arts, Education and Community Engagement**

SPRING 2020

Mondays & Wednesdays, 2:00-3:15pm, CAC 201

Final Exam Thursday, May 14, 2020, 12:30-2:30pm

**Instructor: Jim O’Connell**

e-mail: joconnel@uwsp.edu

Office: **CAC 205** / NFAC 158

Phone: 715-212-2759 cell

OFFICE HOURS – SPRING SEMESTER 2020

1.  Any time the door to CAC 205 is open (please come in and talk to me)

2.  Any time by appointment (joconnel@uwsp.edu or leave a note in the door bin)

3.  Open Hours: **Mondays 11am-12:30pm** and **Tuesdays 12:30-2:00pm**

***I communicate via e-mail. Please check your UWSP account regularly.***

**Our course website is on *CANVAS*. Please submit assignments there.**

Texts: Engage Now! A Guide to Making the Arts Indispensable, Doug Borwick, Arts Engaged, Winston-Salem, NC, 2015 and The Art of Relevance, Nina Simon, Museum 2.0, 2016

Required; available for rental at the University Store or for purchase on [Amazon.com](http://amazon.com/).

**Course Description**

What is the role of the arts in schools? …in communities? …in society?

The arts are indispensable forms of human expression, valuable in and of themselves. They are also effective tools in the pursuit of broader institutional and societal goals.

Using publications, projects, and visits with practitioners, we will explore ways in which artworks, arts experiences, and arts-based techniques are currently used to enhance the work of education, audience development, community advocacy and social change.

* The performing and visual arts have been subjects in school curricula for generations. In the 1960s, however, artists, educators and arts organizations recognized that the ability of the arts to engage and focus student attention could be harnessed both to enrich the learning experience and to improve the effectiveness of teaching subjects across the curriculum. We will explore several kinds of connections between arts and education.
* Artists and arts organizations are engaged in a constant search for new audiences and new funding. Sometime in the middle of the 20th Century, they began reaching out to potential audiences in nontraditional venues and formats. We will examine the variety of ways in which those *outreach* efforts have evolved, fostering mutually-beneficial relationships and often becoming partnerships incorporating goals beyond those of the arts organizations.
* For generations, community planners have sought ways of bringing life to deteriorating neighborhoods. Renewal gave way to redevelopment, then to revitalization, with limited success and such unintended consequences as gentrification. In the first decade of this century, the practice of *creative placemaking* took hold, involving artists not only as participants, but as facilitators in the engagement of residents to plan their own future.

In examining examples of these efforts, we will also address issues of diversity, equity, and inclusion as factors in their legitimacy and success.

There are two posters outside my office. The one on the door says

***I BELIEVE IN ALL THE ARTS FOR ALL THE PEOPLE***. The framed one says

***THE ARTS MUST SURVIVE AS A BUSINESS TO THRIVE AS ART***.

Our work this semester will be part of a continuing conversation\* about a world in which the aspiration of the first statement is tempered by the reality of the second. I look forward to hearing your thoughts.

*\* If you choose to continue in Arts Management, this conversation will last your entire career.*

**Essential Questions**

• What is art?

• What is arts management?

• What are the responsibilities of arts organizations to artists?

• Does government have a role in the arts?

• What is the difference between curatorship and censorship?

• What roles do arts organizations and the arts themselves play in their communities?

• What are the responsibilities of artists and arts organizations to their audiences?  …to their communities?  …to society?

**Learning Outcomes for Arts Management 300:**

**Arts, Education and Community Engagement**

Upon completion of this course, students will be able to

* Distinguish among the purposes and techniques of different arts-community connections
	+ in education: arts education, arts and education, arts in education, arts integration
	+ in audience development: outreach, engagement
	+ in planning: renewal, redevelopment, revitalization, placemaking
	+ in other fields and societal contexts
* Identify the elements of successful partnerships
* Describe an actual arts-community project and
* Analyze its outcomes
* Discuss the ethical implications of various forms of community engagement
* Create a plan for an arts-community project

**Learning Outcomes for the Arts Management Major**

**and Division of Communication**

By the time they complete all major requirements, students will have gained the following competencies (\*outcomes supported by this course):

• Communicate effectively using appropriate technologies for diverse audiences;\*

• *Articulate the role of the arts in community development and civic engagement*;\*

• *Differentiate for-profit and not-for-profit activities in the arts ecology*;\*

• Plan, evaluate and conduct basic research;\*

• Use appropriate theories to understand and solve problems;

• Apply historical perspectives to contemporary issues and practices;\*

• Apply principles of ethical decision making in communication contexts;\*

• *Apply business and communication skills in support of creative endeavor*;\*

• *Network effectively with artists and arts management professionals*.\*

*italics* = Arts Management-specific outcomes (other = Communication Division outcomes)

**Course Requirements**

The final grade will be based upon graded assignments (including a semester project), class participation, final examination, and attendance.

ATTENDANCE IS MANDATORY.

**You are entitled to two absences.**Illness and excused absences will count against this allowance.  All other absences will reduce your final grade.

Please note: ***CERTIFICATION OF HEALTH-RELATED ABSENCES MUST BE COORDINATED THROUGH THE DISABILITY AND ASSISTIVE TECHNOLOGY CENTER.*** See below for contact information.

 - If you miss class, you should arrange to get the day’s information from a classmate.

1. Class Participation:  Active participation in classroom activities is a course requirement and counts for 15% of the final course grade. I may include occasional quizzes as part of class.

 - Quality participation requires professional behavior: obvious preparation for class, asking pertinent questions, offering relevant comments, taking notes, engaging with guest speakers, participating in classroom discussions, and other activities.

 - ***THIS CLASSROOM IS AN ELECTRONICS-FREE ZONE.*** *Much of our work this semester will be done through discussion, so you need to participate fully and listen, not only to me but to your classmates, with respect and full attention.* ALL PERSONAL ELECTRONICS MUST BE TURNED OFF BY THE TIME CLASS STARTS.

2. Guidelines for Class Discussions:  As individuals with diverse experiences and backgrounds, we will not always agree on issues, and our interpretation of the subject matter being discussed will sometimes differ. I expect you to respect the opinions of others while asserting your own.

3. Submission of Assignments: Assignments will be submitted by the beginning of each class period **via the appropriate folder on CANVAS**.

4. Late Assignments:  Assignments are due as noted below. The assignment is considered LATE any time after the deadline. Late assignments will automatically lose ***at least***ten points (from a maximum of 100).

**University Policies & Legal Notices**

**Care Team:** The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here: [https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx](https://www3.uwsp.edu/dos/Pages/Anonymous-Report.aspx).

**Title IX:** UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. Dean of Students: [ttps://www.uwsp.edu/DOS/sexualassault](https://www3.uwsp.edu/DOS/sexualassault)

Title IX page: [https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx](https://www3.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx)

**Disability and Accommodations:** In accordance with [federal law and UW System policies](https://www3.uwsp.edu/datc/Pages/law-regency-policy.aspx), UWSP strives to make all learning experiences as accessible as possible.  If you need accommodations for a disability (including mental health, chronic or temporary medical conditions), please visit with the [Disability and Assistive Technology Center](https://www3.uwsp.edu/datc/Pages/default.aspx) to determine reasonable accommodations and notify faculty.  After notification, please discuss your accommodations with me so that they may be implemented in a timely fashion. **DATC contact info:** datctr@uwsp.edu; 715/346-3365; 609 Albertson Hall, 900 Reserve Street

**FERPA:** The [Family Educational Rights and Privacy Act](https://www3.uwsp.edu/regrec/Pages/ferpa.aspx) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student’s education records, without consent, to another school in which the student seeks or intends to enroll.

**Academic Integrity:** Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. For more information on UWS chapter 14 visit: [https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx](https://www3.uwsp.edu/dos/Pages/Student-Conduct.aspx)

**Reporting Incidents of Bias/Hate:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it: [https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx](https://www3.uwsp.edu/dos/Pages/Anonymous-Report.aspx).

You may also contact the Office of the Dean of Students directly at dos@uwsp.edu. Diversity and College Access is available for resources and support of all students: [https://www.uwsp.edu/dca/Pages/default.aspx](%20https%3A//www.uwsp.edu/dca/Pages/default.aspx).

**Clery Act:** The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](https://www3.uwsp.edu/dos/clery/Documents/ASR-ASFR.pdf). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications.  For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](https://www3.uwsp.edu/dos/clery/Pages/default.aspx) page.

The **Drug Free Schools and Communities Act** (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [**Center for Prevention – DFSCA**](https://www3.uwsp.edu/dos/cfp/Pages/dfsca.aspx)

**Copyright infringement** is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](http://libraryguides.uwsp.edu/copyright?hs=a).

**Course Assignments**

1. **Readings**:  *Please complete assigned readings prior to each class meeting* and come prepared to participate in active discussions.  Regular readings are posted on CANVAS and listed on the syllabus.  Additional readings may be added from time to time; you will be notified via e-mail.

2. **Current Arts News**:  You will read daily and/or weekly articles, journals, and blogs related to arts/arts management. You should submit one article/post report each week; you may skip up to three reports without penalty. Report format: (a) headline, source, link to article/post; (b) 50-word summary of article; (c) 150-word discussion identifying the issue and its importance to Arts Management. See examples posted on CANVAS. Reports will be graded on content, quality of writing, spelling, punctuation, and grammar. Most classes will begin with a discussion of the week’s news. You should expect to present two news items orally in class and lead discussion.

3. **Event Attendance and Report**:  You will choose three events, ***each in a different art form***, from among those offered by the Department of Theatre and Dance, the Department of Music, Centertainment, the Performing Arts Series, Carlsten and Scarabocchio Galleries, and other organizations. You must attend the events and show evidence of attendance (ticket, program, a scanned image or selfie, etc.).  By the end of the course, you must prepare a report comparing and contrasting the three events, noting personal evaluation, the nature of the venues, audience response, and connecting them to issues of arts management and career goals.  The report will be graded on content, quality of writing, spelling, punctuation, and grammar.

4. **Written Assignments**:  TO BE DETERMINED. You may drop the two lowest grades. Written assignments will be graded on content, quality of writing, spelling, punctuation, and grammar.

5. **Group Project / Community Profile:** Complete the information requested in Borwick, Appendix 1 (pages 220-223).

6. **Field Trips:** There will be one or more offsite activities, some outside classtime.

7. **Final Project**: **You will present an oral summary of your project to the class** and submit the project in written form (PowerPoint, Prezi, etc. will suffice for both). The project will be graded on content, oral presentation, quality of writing, spelling, punctuation, and grammar.

8. **Final Exam**: Thursday, May 14, 2020, 12:30-2:30pm:  The exam will consist of a small number of short answer questions and brief essays.

**Assignment Recap (due dates)**

14 Weekly Arts News Reports (11 count toward final grade) (due every week)

1 Event Attendance Report (3 events attended) (due MAY 6)

Written Assignments (TO BE DETERMINED)

1 Group Project / Community Profile (TO BE DETERMINED)

1 Semester Project (due AS SCHEDULED APR 27 & 29, MAY 4 & 6)

Oral Presentation to the Class with Accompanying Written Submission

1 Final Exam (MAY 14)

***Please note: Assignments may be reordered to take advantage of guest speaker availability.***

**Grading**

Grade Distribution

15% Class Participation and Quizzes

15% Arts News Reports

10% Event Attendance Report

15% Group Project

15% Written Assignments

20% Semester Project and Oral Presentation

10% Final Exam

Extra Credit:  From time to time, optional supplementary and voluntary opportunities for earning extra credit will be announced in class.

**Grading Scale**

A

93-100

A -

90-92

B+

87-89

B

84-86

B -

80-83

C+

77-79

C

74-76

C -

70-73

D+

67-69

D

60-66

F

Below 60

**Class Timeline** (subject to change)

*There are a lot of TBDs here because* ***we will design the second half of this course together****.*

***GUEST SPEAKERS WILL BE ADDED AS THE SEMESTER CONTINUES.***

WEEK 1: WELCOME TO THE WORLD!

WED, JANUARY 22

Introductions.  Course introduction and expectations.  Overview of news sources.

In-class Essay:  Why are you interested in this course?

What are your aspirations in the world? Course structure & projects.

*Assignment (due JAN 27):  Arts News Report #1.*

*Assignment (due MAY 6):  Event Attendance and Report. See Syllabus.*

**Readings FOR JAN 27 & 29:   Borwick, Introduction & Chapter 1**

 **Simon, Introduction & Part 1 (pages 16-47)**

WEEK 2: WELCOME TO YOUR COMMUNITY

MON & WED, JANUARY 27 & 29

*Assignment (due FEB 3):  Arts News Report #2.*

*Assignment (due FEB 5):* ***GROUP PROJECT / COMMUNITY PROFILE Phase 1***

**Readings FOR FEB 3 & 5:   Borwick, Appendix 1 (pages 220-223)**

 **Simon, Part 2 (pages 49-84)**

WEEK 3: RELEVANCE & CONTEXT 1

MON & WED, FEBRUARY 3 & 5

*Assignment (due FEB 10):  Arts News Report #3.*

*Assignment (due FEB 12):****GROUP PROJECT / COMMUNITY PROFILE Phase 2***

**Readings FOR FEB 10 & 12:   Simon, Part 3 (pages 85-117)**

WEEK 4: RELEVANCE & CONTEXT 2

MON & WED, FEBRUARY 10 & 12

*Assignment (due FEB 17):  Arts News Report #4.*

*Assignment (due FEB 19):****GROUP PROJECT / COMMUNITY PROFILE Phase 3***

**Readings FOR FEB 17 & 19: Simon, Part 4 (pages 119-157)**

WEEK 5: RELEVANCE & CONTEXT 3

MON & WED, FEBRUARY 17 & 19

*Assignment (due FEB 24):  Arts News Report #5.*

*Assignment (due FEB 24 & 26):****GROUP PROJECT / COMMUNITY PROFILE Presentations* Readings FOR FEB 24 & 26: Simon Part 5 (pages 159-183)**

WEEK 6: RELEVANCE & CONTEXT 4 – GROUP PROJECT PRESENTATIONS

MON & WED, FEBRUARY 24 & 26

*Assignment (due MAR 2): Arts News Report #6.*

*Assignment (due MAR 4):*TBD

**Readings FOR MAR 2 & 4: TBD**

WEEK 7: ARTS / EDUCATION, THE THREE CONNECTORS

MON & WED, MARCH 2 & 4

*Assignment (due MAR 9): Arts News Report #7.*

*Assignment (due MAR 11): TBD*

**Readings FOR MAR 9 & 11: TBD**

WEEK 8: ARTS + SOCIAL IMPACT

MON & WED, MARCH 9 & 11

*Assignment (due MAR 23): Arts News Report #8.*

*Assignment (due MAR 25): Identify your place on the Arts + Social Impact Explorer*

**Readings for MAR 23 & 25:**[**https://www.americansforthearts.org/socialimpact**](https://www.americansforthearts.org/socialimpact)

***ENJOY SPRING BREAK!***

WEEK 9: YOUR PLACE ON THE WHEEL

MON & WED, MARCH 23 & 25

*Assignment (due MAR 30): Arts News Report #9.*

*Assignment (due APR 1):  TBD.*

**Readings FOR MAR 30 & APR 1:  TBD**

***Assignment: Final Project (as scheduled APR 27 & 29, MAY 4 & 6).***

WEEK 10: CREATIVE PLACEMAKING

MON & WED, MARCH 30 & APRIL 1

*Assignment (due APR 6): Arts News Report #10.*

*Assignment (due APR 8):  TBD*

**Readings FOR APR 6 & 8:  TBD**

WEEK 11: ADVOCACY

MON & WED, APRIL 6 & 8

*Assignment (due APR 13): Arts News Report #11.*

***EXTRA CREDIT! JOIN ME in MADISON for CREATIVE WISCONSIN DAY, APRIL 16***

*Assignment (due APR 15): Advocacy Letters (1 page each; total 2 pages). Research two public officials and their positions on the arts. Write Advocacy Letters to two offficials at the federal, state, or local level citing their positions (or lack thereof) and the work of Your Arts Organization as an example of the public good that can be achieved through funding.*

**Readings FOR APR 13 & 15:**[**https://www.artswisconsin.org/actioncenter/**](https://www.artswisconsin.org/actioncenter/)

WEEK 12: CREATIVE PLACEMAKING 2

TUE & THU, APRIL 13 & 15

*Guest Speaker April 15:* ***Sherry Wagner-Henry****, Director, Bolz Center for Arts Administration*

***EXTRA CREDIT! JOIN ME in MADISON for CREATIVE WISCONSIN DAY, APRIL 16***

*Assignment (due APR 20): Arts News Report #12.*

*Assignment (due APR 22): TBD*

**Readings FOR APR 20 & 22:  TBD**

WEEK 13:  TBD

MON & WED, APRIL 20 & 22

*Assignment (due APR 27): Arts News Report #13.*

*Assignment: FINAL PROJECT.*

WEEK 14: SEMESTER PROJECT PRESENTATIONS

Student Presentations

MON & WED, APRIL 27 & 29

*Assignment (due MAY 4): Arts News Report #14.*

Reminder: ***Event Attendance Report due MAY 6. See page 6, #3.***

WEEK 15: SEMESTER PROJECT PRESENTATIONS & DISCUSSION

Student Presentations

MON & WED, MAY 4 & 6

WEEK 16: EXAMINATION WEEK

Final Exam **THURSDAY, MAY 14, 2020, 12:30-2:30pm**.

***This syllabus is subject to change.***