

**Arts Management 300, Section 2**

**Curation, Presentation and Promotion of the Arts**

SPRING 2020

Tuesdays & Thursdays, 11:00am-12:15pm, CAC 201

Final Exam Monday, May 11, 2020, 12:30-2:30pm

**Instructor: Jim O’Connell**

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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.**

There is no textbook for this course. Readings will be assigned.

**Course Description**

This course will challenge you to integrate your knowledge of and enthusiasm for an art form with the application of skills gained from courses in Business and Public Relations to develop your understanding of the distribution of art in North America. In the process of this work, you will begin to build a network of practicing professionals in the fields which most interest you.

Specifically, you will conceive, plan, budget and prepare promotion for an exhibition of objects or a series of performances chosen from existing works of art. Working independently or as part of a group, but on the same schedule, you will undertake the following tasks:

* Choose an art form or art forms for the project
* Enlist a practicing professional in the field to serve as advisor to the project
* Develop a theme for the exhibition/series, identifying one or two “anchor” artworks
* Contact owners/agents for the “anchor” artworks to determine costs and other requirements; request contract forms
* Profile the target audience for the exhibition/series
* Select an actual venue for the exhibition or series; research that community’s arts ecology
* Contact the venue to determine costs and technical requirements; request contract forms
* Based upon information on the venue and “anchor” artworks, develop a preliminary budget and calendar; determine criteria for success and how they are to be measured
* Develop a list of complementary artworks to complete the exhibition/series
* Contact owners/agents for the complementary artworks; determine costs and requirements
* Make choices among the possibilities, choosing 5-10 artworks; request contract forms
* Develop marketing/promotion plan and schedule; contact media outlets; determine costs
* Revise budget and calendar
* Prepare marketing materials, any surveys or other materials to measure success
* Present completed project to classmates and an audience of the professional advisors

In addition, we will examine ethical issues associated with the collection, exhibition, presentation and promotion of artworks, artifacts, and performances through in-class discussion of selected case studies and the Canadian television series *Slings and Arrows*.

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:**

**Curation, Presentation and Promotion of the Arts**

Upon completion of this course, students will be able to

1. Describe ways in which art is distributed.
2. Apply knowledge of artwork production and artistic judgement to a management project
3. Describe the roles of intermediaries that exist between creators and audiences
4. Integrate business and public relations skills in pursuit of an arts-related outcome
5. Create criteria to measure success in the distribution of art
6. Create a comprehensive plan, timeline and budget for the distribution of art experiences
7. Expand and engage a network of professional contacts

**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://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**:  Updates on your project as you proceed through the steps in its development. Some of these updates may be brief lists or reports, some (promotional materials, e.g.) will be elaborate. You may drop the two lowest grades. Written assignments will be graded on content, quality of writing, spelling, punctuation, and grammar.

5. **Project – Arts Ecology**:  You will choose a city in which to present your project, identify a venue within that city in which to stage your project, then explore the community from a variety of points of view: Describe the venue and how it will enhance your project, then answer these questions. What are the community’s major cultural organizations, significant funding sources, arts districts? What are their history, their current condition, their aspirations? Does the community have a dominant art form or a reputation for being adventurous/conservative? What are the opportunities for young arts management professionals? Are there existing internship programs? Etc. You may organize the work in any way you choose. Your findings will be presented in an oral report to the class and supported by a written submission; PowerPoint or similar presentation can serve both functions.

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**: Monday, May 11, 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 7)

14 Written Assignments (Project Progress Reports, due most weeks)

1 Art Ecology Report (substitutes for that week’s Written Assignment)

1 Semester Project (due AS SCHEDULED APR 30, MAY 5, MAY 7)

Oral Presentation to the Class with Accompanying Written Submission

1 Final Exam (MAY 11)

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

***EXTRA CREDIT!!!***

***JOIN ME IN MADISON FOR CREATIVE WISCONSIN DAY***

***THURSDAY, 16 APRIL 2020, 8:00am-2:00pm***

***Details to follow.***

**Grading**

Grade Distribution

15% Class Participation and Quizzes

15% Arts News Reports

10% Event Attendance Report

15% Arts Ecology Report

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 A -

93-100 90-92

B+ B B -

87-89 84-86 80-83

C+ C C -

77-79 74-76 70-73

D+ D

67-69 60-66

F

Below 60

**Class Timeline** (subject to change)

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

WEEK 1: HOW IS ART MADE?

THU, JANUARY 23

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 field? Course structure & projects.

*Assignment (due JAN 28):  Arts News Report #1.*

*Assignment (due FEB 27): Arts Ecology Report. See Syllabus page 6, #5.*

*Assignment (due MAY 7):  Event Attendance and Report. See Syllabus page 6, #3.*

**Readings FOR JAN 28 & 30:   TBD**

WEEK 2: ADVISORS/MENTORS, ARTFORMS, EXHIBITIONS/SERIES, THEMES

TUE & THU, JANUARY 28 & 30

*Assignment (due FEB 4):  Arts News Report #2.*

*Assignment (due FEB 6): Update #1 What’s your project?*

**Readings FOR FEB 4 & 6:  TBD**

WEEK 3: ANCHOR ARTWORKS

TUE & THU, FEBRUARY 4 & 6

*Assignment (due FEB 11):  Arts News Report #3.*

*Assignment (due FEB 13):  Update #2 What’s your anchor artwork?*

**Readings FOR FEB 11 & 13:  TBD**

WEEK 4: TARGET AUDIENCES

TUE & THU, FEBRUARY 11 & 13

*Assignment (due FEB 18):  Arts News Report #4.*

*Assignment (due FEB 20):  Update #3 Who’s your audience?*

**Readings FOR FEB 18 & 20: TBD**

WEEK 5: VENUES

TUE & THU, FEBRUARY 18 & 20

*Assignment (due FEB 25):  Arts News Report #5.*

*Assignment (due FEB 27):  Update #4 What’s your venue?* ***Arts Ecology Report***

**Readings FOR FEB 25 & 27 TBD**

WEEK 6: WHAT DO VENUES COST?

TUE & THU, FEBRUARY 25 & 27

*Assignment (due MAR 3): Arts News Report #6.*

*Assignment (due MAR 5):  Update #5 What’s does your venue cost?*

WEEK 7: PRELIMINARY BUDGET & CALENDAR, CRITERIA FOR SUCCESS

TUE & THU, MARCH 3 & 5

*Assignment (due MAR 10): Arts News Report #7.*

*Assignment (due MAR 12): Update #6 Rough budget. Rough calendar.*

**Readings FOR MAR 10 & 12:**

WEEK 8: HOW ARE YOU DOING?

TUE & THU, MARCH 10 & 12

*Assignment (due MAR 24): Arts News Report #8.*

*Assignment (due MAR 24): Update #7 What is your definition of success?*

**Readings for MAR 24 & 26:  TBD**

***ENJOY SPRING BREAK!*** Reminder:  ***BYO #6 Project Description is due MAR 27.***

WEEK 9: COMPLEMENTARY ARTWORKS – filling the space, what do they cost?

TUE & THU, MARCH 24 & 26

*Assignment (due MAR 31): Arts News Report #9.*

*Assignment (due APR 2):  Update #8 What are does the rest of your exhibition/series include?*

**Readings FOR MAR 31 & APR 2:  TBD**

WEEK 10: FINALIZE SERIES, EXHIBITION, DEVELOP MARKETING PLAN

TUE & THU, MARCH 31 & APRIL 2

*Assignment (due APR 7): Arts News Report #10.*

*Assignment (due APR 9):  Update #9 Prepare preliminary marketing materials & schedule*

**Readings FOR APR 7 & 9:  TBD**

WEEK 11: REVISE BUDGET & CALENDAR

TUE & THU, APRIL 7 & 9

*Assignment (due APR 14): Arts News Report #11.*

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

*Assignment (due APR 14): 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 14 & 16:  Arts Wisconsin Arts Action Center** [**https://www.artswisconsin.org/actioncenter/**](https://www.artswisconsin.org/actioncenter/)

***Assignment: Final Project (as scheduled APR 30, MAY 5, MAY 7).***

WEEK 12: ADVOCACY

TUE & THU, APRIL 14 & 16

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

*Assignment (due APR 21): Arts News Report #12.*

*Assignment (due APR 23): Update #10 Revised Budget & Calendar*

**Readings FOR APR 21 & 23:  TBD**

WEEK 13:  FINALIZE MARKETING MATERIALS, SURVEYS & EVALUATION TOOLS

TUE & THU, APRIL 21 & 23

*Assignment (due APR 28): Arts News Report #13.*

*Assignment: FINAL PROJECT.*

WEEK 14: PREPARE FOR FINAL PRESENTATIONS

Student Presentations

TUE & THU, APRIL 28 & 30

*Assignment (due MAY 5): Arts News Report #14.*

Reminder: ***Event Attendance Report due MAY 7. See page 6, #3.***

WEEK 15: SEMESTER PROJECT PRESENTATIONS & DISCUSSION

Student Presentations

TUE & THU, MAY 5 & 7

WEEK 16: EXAMINATION WEEK

Final Exam **MONDAY, MAY 11, 2020, 12:30-2:30pm**.

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