



Arts Management 300. Section 1 Arts, Education and Community Engagement

SPRING 2019

Mondays & Wednesdays, 12:30-1:45pm, CAC 204

Final Exam Thursday, May 16, 2019, 8:00-10:00am

Instructor: Jim O'Connell

e-mail: joconnel@uwsp.edu

Office: **CAC 205** / NFAC 184

Phone: 715-212-2759 cell

OFFICE HOURS – SPRING SEMESTER 2019

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-noon** and **Tuesdays noon-1:30pm**
4. I also serve as Interim Director of the Edna Carlsten Art Gallery in NFAC;
I will generally be in the Gallery or NFAC 184 on **Thursdays 10:00am-noon**.

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.

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
 - o in education: arts education, arts and education, arts in education, arts integration
 - o in audience development: outreach, engagement
 - o in planning: renewal, redevelopment, revitalization, placemaking
 - o 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 #6 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).

5. **Plagiarism and Academic Integrity:** From the UWSP 14.01 STATEMENT OF PRINCIPLES – Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions. For more info: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>
Note: Submissions via CANVAS will be automatically screened for plagiarism.

6. **Students with Special Needs/Disabilities:** Any student who anticipates needing an accommodation based on the impact of a disability (including mental health, chronic or temporary medical conditions) should contact me privately to discuss specific needs. **Students are strongly encouraged to contact the Disability and Assistive Technology Center (DATC) at 715-346-3365 or at datctr@uwsp.edu to seek further assistance.** Students currently registered with DATC may provide their Notice of Accommodation Letters (yellow forms) to me in my office, after class, or via e-mail.

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:** You will produce a Not-for-Profit Job Fair on Wednesday, March 27.
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 16, 2019, 10:30am-12:30pm: 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 8)
- Written Assignments (TO BE DETERMINED)
- 1 Group Project (due MAR 27)
- 1 Semester Project (due AS SCHEDULED APR 29, MAY 1, MAY 6, MAY 8)
 - Oral Presentation to the Class with Accompanying Written Submission
- 1 Final Exam (MAY 16)

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 THIS COURSE TOGETHER**, modeling the process of community engagement by partnering in its creation.*

GUEST SPEAKERS WILL BE ADDED AS THE SEMESTER CONTINUES.

WEEK 1: WELCOME TO THE WORLD!

WED, 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 MAY 8): Event Attendance and Report. See Syllabus.

**Readings FOR JAN 28 & 30: Borwick, Introduction & Chapter 1
Simon, Introduction & Part 1**

WEEK 2: WELCOME TO YOUR COMMUNITY

MON & WED, JANUARY 28 & 30

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

*Assignment (due MAR 27): **GROUP PROJECT – Not-for-Profit Job Fair, Wed., March 27***

Readings FOR FEB 4 & 6: TBD

WEEK 3: ARTS / EDUCATION, THE THREE CONNECTORS

MON & WED, FEBRUARY 4 & 6

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

Assignment (due FEB 13): TBD

Readings FOR FEB 11 & 13: TBD

WEEK 4: TBD

MON & WED, FEBRUARY 11 & 13

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

Assignment (due FEB 20): TBD

Readings FOR FEB 18 & 20: TBD

WEEK 5: TBD

MON & WED, FEBRUARY 18 & 20

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

Assignment (due FEB 27): TBD

Readings FOR FEB 25 & 27 TBD

WEEK 6: TBD

MON & WED, FEBRUARY 25 & 27

Assignment (due MAR 4): Arts News Report #6.

Assignment (due MAR 6): TBD

WEEK 7: TBD
MON & WED, MARCH 4 & 6

Assignment (due MAR 11): Arts News Report #7.

Assignment (due MAR 13): Advocacy Letters (1 page each; total 2 pages). Research two public officials and their positions on the arts. Write Advocacy Letters to two officials 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 MAR 11 & 13: Arts Wisconsin Arts Action Center
<https://www.artswisconsin.org/actioncenter/>

WEEK 8: ADVOCACY
MON & WED, MARCH 11 & 13

FIELD TRIP! JOIN ME in MADISON for ARTS DAY at the CAPITOL MARCH 12!

Assignment (due MAR 25): Arts News Report #8.

Readings for MAR 25 & 27: TBD

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

WEEK 9: JOB FAIR
MON & WED, MARCH 25 & 27

NOT-FOR-PROFIT JOB FAIR, DUC, WEDNESDAY, MARCH 27, 10am-3pm

Assignment (due APR 1): Arts News Report #9.

Assignment (due APR 3): TBD.

Readings FOR APR 1 & 3: TBD

WEEK 10: CREATIVE PLACEMAKING
MON & WED, APRIL 1 & 3

*Guest Speaker: **SHERRY WAGNER-HENRY**, director, Bolz Center for Arts Administration, Wisconsin School of Business, University of Wisconsin-Madison*

Assignment (due APR 8): Arts News Report #10.

Assignment (due APR 10): TBD

Readings FOR APR 8 & 10: TBD

WEEK 11: TBD
MON & WED, APRIL 8 & 10

Assignment (due APR 15): Arts News Report #11.

Assignment (due APR 17): TBD

Readings FOR APR 15 & 17: TBD

Assignment: Final Project (as scheduled APR 29, MAY 1, MAY 6, MAY 8).

WEEK 12: TBD
MON & WED, APRIL 15 & 17

Assignment (due APR 22): Arts News Report #12.

Assignment (due APR 24): TBD

Readings FOR APR 22 & 24: TBD

WEEK 13: TBD
MON & WED, APRIL 22 & 24

Assignment (due APR 29): Arts News Report #13.
Assignment: FINAL PROJECT.

WEEK 14: SEMESTER PROJECT PRESENTATIONS
Student Presentations
MON & WED, APRIL 29 & MAY 1

Assignment (due MAY 6): Arts News Report #14.

Reminder: *Event Attendance Report due MAY 8. See page 4, #3.*

WEEK 15: SEMESTER PROJECT PRESENTATIONS & DISCUSSION
Student Presentations
MON & WED, MAY 6 & 8

WEEK 16: EXAMINATION WEEK
Final Exam **THURSDAY, MAY 16, 2018, 8:00-10:00am.**

This syllabus is subject to change.