



University of Wisconsin-Stevens Point

College of Fine Arts and Communication
Division of Communication

Stevens Point WI 54481-3897
715-346-3409; Fax 715-346-4769
www.uwsp.edu/comm/

Arts Management 395 Seminar in Arts Management

FALL 2019

Tuesdays, 3:00-5:50pm, CAC 315

Final Exam Thursday, DECEMBER 19, 2019, 8:00-10:00am

Instructor: Jim O'Connell

e-mail: joconnel@uwsp.edu

Office: **CAC 205** / NFAC 158

Phone: 715-212-2759 cell

OFFICE HOURS – FALL SEMESTER 2019

1. Any time the door to CAC 205 or NFAC 158 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 in CAC 205: **Tuesdays 1:00-2:30pm** and **Wednesdays 11:00am-12:30pm**
4. Open Hours in NFAC 158: **Thursdays 11:00am-1:00pm.**

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

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

Text: Arts Management: Uniting Arts and Audiences in the 21st Century

Ellen Rosewall, Oxford University Press, 2014

Required and available for purchase at the University Store or on Amazon.com.

(The same text is required for ARTM 195. It will be an excellent reference as you go through the Arts Management major and, indeed, your arts management career.)

Welcome to the end of your beginning!

Friends,

This course is the final step before your great adventure really begins! It will provide you the opportunity to share skills and insights you have gained from internship experiences with arts organizations and coursework in Business, Communication, and the Creative Arts, applying them both to current and to lasting issues in the Arts Management field. We will review the structure and development of non-profit arts organizations, comparing and contrasting them with for-profit businesses in the creative industries. Drawing upon diverse sources including your internships, presentations by industry professionals, and the Canadian television series *Slings and Arrows*, we will examine the ways in which mission and planning manifest themselves in a variety of settings and undertake individual and group projects in program development, funding, marketing, implementation, and evaluation.

If the opportunity presents itself, we may even spend some time with our colleagues in the *Entrepreneurship and Music* course taught by the department chair, Dr. Brent Turney. I look forward to the opportunity to share perspectives with them.

As you've heard me say before, 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.*

I look forward to working with you all once again!

-- jim

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 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 395

By the end of this course, students will be able to:

- Analyze current issues in arts management and assess their impact on community and society;
- Compare and contrast the function and internal structure of various types of arts organizations;
- Apply business skills and arts expertise to practical challenges in arts management;
- Design, evaluate and defend plans for the implementation of cultural programs; and
- Plan the next steps in developing their own arts management careers.

Learning Outcomes for the Arts Management Major

By the time they complete all major requirements, students will have gained the following competencies:

- 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

*outcomes supported by this course

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>.

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: <https://www.uwsp.edu/DOS/sexualassault>
Title IX page: <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx>

Disability and Accommodations: In accordance with [federal law and UW System policies](#), 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](#) 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](#) (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>

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>.

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>.

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](#). 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](#) 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](#)

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](#).

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 D2L and listed on the syllabus. Additional readings for upcoming class meetings 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 TWO reports without penalty. Report format: (a) headline, source, link to article/post; (b) 50-word summary of article; (c) three questions posed by the article and a 50-100-word response to each. Questions may relate to fact (the accuracy of the article, additional information which would be helpful, etc.), interpretation (the impact of the news reported, potential causes or effects, etc.), or larger issues (trends in arts management, the larger economy, or society). (See examples posted on D2L.) Reports will be graded on content, quality of writing, spelling, punctuation, and grammar. Each class will begin with a discussion of the week's news; you should expect to present at least one news item orally in class and lead the resulting discussion. From time to time, I may post submitted articles on D2L for e-discussion. When notified of such postings, you are expected to participate in the on-line discussions.
- 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, etc.; **a scanned image or selfie is fine**). 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: There will be several written assignments, generally during the first three-quarters of the semester. Assignments will relate to the assigned readings and topics discussed in previous classes. 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 to explore from a variety of points of view: What are its 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. Group Project(s): 1. You will develop and implement a marketing plan for the 2018-2019 exhibitions in the Edna Carlsten Art Gallery. 2. You will undertake an additional group project involving event planning and logistics.

7. Final Exam: Thursday, DECEMBER 19, 2019, 8:00-10:00am: The exam will consist of a small number of short answer questions and brief essays.

Grading

Grade Distribution

15%	Class Participation (including quizzes)
15%	Arts News Reports
10%	Event Attendance Report
15%	Written Assignments
15%	Arts Ecology Project
20%	Group Projects
10%	Final Exam

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

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)

Please note that classes and assignments may be reordered to take advantage of guest speaker availability and other opportunities for course enhancement.

GUEST SPEAKERS WILL BE SCHEDULED AS THE SEMESTER CONTINUES.

WEEK 1: WHERE ARE YOU ON THE ROAD TO A CAREER?

TUE, SEPTEMBER 3

Introductions. Art and Arts Management.

Course structure. Assignments and expectations. Overview of news sources.

Complete In-class Questionnaire

Assignment (due SEP 10): Arts News Report #1.

Assignment (due SEP 10): Describe Your Internships (1 page each, total 2 pages). What do the organizations do (art form/function)? What was your role in each? What was the most important thing you learned from each? What do you wish you had had a chance to do? Prepare a 5-7 minute presentation to impart this information to the class; you may use technology, handouts, visual aids, etc.

Assignment (due OCT 8): Arts Ecology Report.

Assignment (due DEC 3): Event Attendance and Report.

WEEK 2: MANAGEMENT, STRUCTURE, & MISSION

TUE, SEPTEMBER 10

Student Presentations: Describe Your Internships

Readings: Rosewall, Chapters 1, 2, 3, 4 (especially pages 50-53)

Assignment (due SEP 17): Arts News Report #2.

Assignment (due SEP 17): **YOUR IDEAL ARTS ORGANIZATION:**

Mission, Vision and Value Statements (max 3 pages). Why does your organization exist? What difference does it make in the community/the world? Are there taglines/ slogans that summarize its impact? What are the key values that shape its work?

WEEK 3: JOBS IN THE ARTS (Possible meeting with MUS 418 Music Entrepreneurship)

TUE, SEPTEMBER 17

Assignment (due SEP 24): Arts News Report #3.

Readings: Rosewall, Chapter 6

Assignment (due SEP 24): Your Job(s). (a) Based on the reading and your experience, prepare job descriptions (1) your dream position in arts management, and (2) your ideal first job (1 page each). (b) Prepare a resume and letter of application applying for position #2 (1 pg each = 2 pgs).

Assignment (due OCT 8): Arts Ecology Report.

WEEK 4: RESUME REVIEW, EXTERNSHIPS AND FIRST JOBS

TUE, SEPTEMBER 24

Assignment (due OCT 1): Arts News Report #4.

Readings: Rosewall, Chapter 16

*****JOIN ME FOR ARTM 100, Thursday, September 26, 9-9:50am, CAC 333*****

WEEK 5: NETWORKING, ADVOCACY

TUE, OCTOBER 1

Assignment (due OCT 8): Arts News Report #5.

Assignment (due OCT 15): Advocacy Letters (1 page each; total 2 pages). Research your legislators 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 an Arts Organization of your choice as an example of the public good that can be achieved through funding.

REMINDER: Arts Ecology Presentations due OCTOBER 8

WEEK 6: ARTS ECOLOGY RPTS (**Possible meeting w/MUS 418 Music Entrepreneurship**)
TUE, OCTOBER 8

Assignment (due OCT 15): Arts News Report #6.

WEEK 7: WORK ON GROUP PROJECT 1 (Gallery Marketing Plan)
TUE, OCTOBER 15

Assignment (due OCT 22): Arts News Report #7.

WEEK 8: COMPLETE GROUP PROJECT 1 (Gallery Marketing Plan)
TUE, OCTOBER 22

Assignment (due OCT 29): Arts News Report #8.

WEEK 9: TBD
TUE, OCTOBER 29

Assignment (due NOV 5): Arts News Report #9.

WEEK 10: PUBLIC FUNDING FOR THE ARTS
TUE, NOVEMBER 5

Assignment (due NOV 12): Arts News Report #10.

WEEK 11: GRANT REVIEW
TUE, NOVEMBER 12

Assignment (due NOV 19): Arts News Report #11.

WEEK 12: THE ARTIST AS A COMMUNITY RESOURCE
TUE, NOVEMBER 19 *Guest: Kevin Spencer (via Zoom)*

Assignment (due NOV 26): Arts News Report #12.

HAPPY THANKSGIVING!

WEEK 13: TBD
TUE, NOVEMBER 26

Assignment (due DEC 3): Arts News Report #13.

REMINDER: Event Attendance Reports due DECEMBER 3

WEEK 14: TBD
TUE, DECEMBER 3

Assignment (due DEC 10): Arts News Report #14.

WEEK 15: TBD
TUE, DECEMBER 10

WEEK 16: EXAMINATION WEEK
Final Exam THURSDAY, DECEMBER 19, 2019, 8:00-10:00am

This syllabus is subject to change.