

Master of Arts in Arts Management
AMGT 604 SYLLABUS:
PUBLIC RELATIONS & MARKETING STRATEGIES
FOR THE ARTS
(Subject to change due to the needs of the students)

PROFESSOR

Karalee Dawn

Spring Semester 2012

George Mason University – Arlington Campus

ARL Founders Hall (Room 318)

Email: Kdawn@gmu.edu

Office Hours: Fridays 2-4PM and by appointment

REQUIRED TEXTS

Arts Marketing Insights by Joanne Scheff Bernstein

The Art of the Turnaround by Michael M. Kaiser

The Tipping Point by Malcolm Gladwell

Invitation to the Party: Building Bridges to the Arts, Culture and Community
by Donna Walker-Kuhne,

Handouts provided by the professor as needed.

COURSE DESCRIPTION

This course teaches strategic ways of thinking about audience, community, and performing arts markets. Students will learn about external and internal environments and the interplay among them; discuss marketing fundamentals pertaining to arts audiences; and are introduced to fundamentals of applied marketing media and advertising fundamentals.

COURSE OBJECTIVES:

In this course, students can expect to gain an understanding of how publicity and marketing strategies have developed in the twentieth and twenty-first centuries and how they must adapt to the constantly changing needs of nonprofit and commercial institutions and their demographic breakdowns.

In addition, students will:

- Learn how to create and implement a clear and concise Marketing and Publicity message
- Incorporate various Publicity & Marketing strategies and approaches
- Be able to identify and incorporate various branding structures and cultures
- Develop and implement marketing and publicity strategic plans
- Develop an understanding of the consumer mindset
- Understand the state of performing arts attendance patterns and development
- Conduct and implement marketing research
- Develop and implement a viral marketing campaign
- Understand how to incorporate various models of diversity
- Develop an understanding of the importance of interpersonal communication dynamics
- Understand the unique challenges that are faced by publicists and marketers in both nonprofit and commercial arts institution
- Begin to develop their own professional marketing network

STRUCTURE OF CLASSES

1. News of the Day
2. Lightning Round
3. Discussion of Readings
4. Discussion of relevant Case Studies
5. Article Review Presentations
6. Occasional Guest Speakers

STUDENT EXPECTATIONS:

1. Students will arrive at class on time and be ready to participate
2. Take part in all aspects of the class
3. Be prepared to discuss assigned readings
4. Be supportive and respectful of fellow students, the professor and guest lecturers
5. Hand in all assignments on time

EVALUATION

100 points	Attendance and in classroom participation with thoughtful engagement
50 points	Arts Organization Observation Assignment
50 points	Personal Press Kit
50 points	Arts Publicist or Marketing Director Interview Presentation
150 points	Arts Organization Publicity & Marketing Research Final Project

400 Points Total

GRADING

A	395 - 400
A-	394 - 390
B+	389 - 385
B	384 - 380
B-	379- 375

“Organization doesn't really accomplish anything. Plans don't accomplish anything, either. Theories of management don't much matter. Endeavors succeed or fail because of the people involved. Only by attracting the best people will you accomplish great deeds.”

--Colin Powell

CLASS SCHEDULE

WEEK 1 - JAN 25

NO CLASS

Assignment for next week: Please read *The Tipping Point* by Malcolm Gladwell
Create Professional Bios of 35 and 50 words each.

WEEK 2 – FEB 1

**Introduction to the Course and Syllabus / Discuss Class and Student Expectations.
Class discussion: What is Publicity and Marketing?**

Discuss *The Tipping Point* and Student Bios

Discuss 35 and 50 words bios, Professional Resumes & Headshots

Due in class: Hardcopies of 35 and 50 word bios & students will bring in their selections for their interview assignments.

Assignment for next week: Please read *The Art of the Turnaround* and Students will create their Professional Resume and fill out their Information Fact Sheet

WEEK 3 – FEB 8

Discuss *The Art of the Turnaround*

Discuss Professional Resumes, Information Fact Sheets, Headshots and Five-Year Career Plan

Due in class: Professional Resume and Personal Information Fact Sheet

Assignment for next week: Please read in *Arts Marketing Insights (AMI)*: Introduction, Prologue and Chapter 1 – 5 and 7.

Students will confirm their Final Project organization with Professor Dawn

WEEK 4 – FEB 15

Understanding the Needs and Development of the Arts Audience

Assignment for next week: Please read chapters 8 and 9 in AMI.

WEEK 5 – FEB 22

SWOT ANALYSIS

Understanding, Developing and Utilizing Strategic Marketing Plans/ Using Surveys

Assignment to complete in class: Audience Surveys

Assignment for next week: Please read (AMI) Chapters 6, 10 and 11.

WEEK 6 – FEB 29

Brand Identity & Development/ Understanding the “Mission”

Assignment for next week: Please read (AMI) Chapter 12 and Epilogue

WEEK 7 – MARCH 7

The Consumer and Ticket Selling Strategies: Targeting Audiences

DUE IN CLASS: FINAL DRAFT OF PARTS 1, 2 & 3 OF FINAL PROJECT.

Assignment to complete in class: Advertising Copy and Press Releases for various target audiences.

WEEK 8 – MARCH 14

SPRING BREAK - NO CLASS

WEEK 9 – MARCH 21

Working with Various Media Outlets/ VNRs/Newsletters/ Research and Story Development & Discuss Pitch Letters

Assignment to do in class: Create Pitch Letters

WEEK 10 – MARCH 28

Viral Marketing Campaigns / Merchandising and Promotions

Assignment for next class: Please read *Invitation to the Party: Building Bridges to the Arts, Culture and Community*

DUE IN CLASS: FINAL PERSONAL PRESS KIT

WEEK 11 – APRIL 4

Web Sites and Blogs

Discuss *Invitation to the Party: Building Bridges to the Arts, Culture and Community*

WEEK 12 – APRIL 11

PUBLICIST AND MARKETING DIRECTOR INTERVIEW PRESENTATIONS

WEEK 13 – APRIL 18

OPEN CLASS DISCUSSION

DUE IN CLASS: ARTS OBSERVATION ASSIGNMENT

WEEK 14 – APRIL 25

FINAL RESEARCH PROJECT PRESENTATIONS

WEEK 15 – MAY 2

FINAL RESEARCH PROJECT PRESENTATIONS

WEEK 16 – MAY 9

FINAL RESEARCH PROJECT PRESENTATIONS

*****PLEASE NOTE THAT THE SYLLABUS IS SUBJECT TO CHANGE DUE TO THE NEEDS OF THE STUDENTS*****

SUMMARY OF ASSIGNMENTS

(The professor will provide additional details for each project during the course of the class.)

ARTS ORGANIZATION PUBLICITY & MARKETING RESEARCH FINAL PROJECT

Each section should be approximately 2-3 pages double-spaced.

Will include the following sections:

1. History of the Organization / Types of Productions and or Events that they produce
2. Mission, Vision, and Objectives
3. SWOT Analysis (Internal & External Audits)
THIS SHOULD BE A BULLET POINT LIST
4. Marketing and Publicity Budget Assignment
5. Marketing & Advertising Plan and Schedule including an Event postcard or email blast with special offer and Advertising copy for a :30 radio ad.
6. Publicity Plan and Schedule including all Press Releases and Pitch Letters
7. Final Recommendations for more effective Publicity and Marketing Opportunities at your organization.

PERSONAL PRESS KIT ASSIGNMENT

Will be comprised of the following sections:

1. Personal Biographies (35 and 50 word bios)
2. Resume
3. Personal Information Fact Sheet
4. Headshot (Any picture will do for this. It does not need to be professionally done.)
5. Five-year Career Plan

MARKETING INTERVIEW AND PRESENTATION

This assignment is designed to improve our knowledge of the various arts publicists and marketing directors in our area and to create new networks for our students. Each student is to choose ONE publicist or marketing director **NOT in the Washington DC/Baltimore** area that they will interview regarding their leadership and communication styles, education, influences, concerns and needs for the future in each of their respective institutions.

Please include at least five of the following questions:

1. What made them choose to go into publicity and/or marketing?
- 2. What is their educational background? How did that help them in their current position?**
- 3. What was their early career development process: Internships, volunteering, educational opportunities, etc.**
4. Who or what were their most lasting influences?
5. Would they do anything different?
- 6. What do they see as their “leadership style?”**
7. What do they think is the main need for arts publicists and marketing directors?
- 8. What advice would they offer to early career arts publicists and marketing directors?**
9. What has changed the most in your job the last several years?
10. How do they allocate their budgets between the various mediums?

Students will write a 3-5 page report/analysis on the interview that covers these questions as well as any other useful information that is gained from this exchange.

Each student will make an 8-minute presentation on their interview with 4 minutes of Q&A/discussion with the class afterwards.

CLASS POLICIES

Attendance and class participation is essential in this class. There are no wrong answers, opinions or silly questions! We are all here to learn from each other. Please, please, please share your thoughts and previous experiences!

If you must miss a class, please contact me as soon as this develops. Since we only meet once a week a large amount of material will be covered in each lecture. I understand that many of us have outside commitments, so if you must miss class please let me know ASAP and make sure you have arranged a way to get the notes for the material that is covered. It is the responsibility of the student to get notes from their classmates. **Please note that missing two or more classes will dramatically affect your grade.**

Late papers drop by 1/3 grade per day late (i.e. an A becomes an A-; a B a B-, etc.) If a situation arises that will not allow you to complete your assignments on time, please see me as soon as the problem arises. I will do everything in my power to help you be able to complete your work. A solution can always be found if I am made aware of the issue ASAP.

WRITTEN ASSIGNMENT POLICIES

All written assignments are due at the beginning of the class period.

All written assignments:

- **Must be typed in 12 point Times New Roman font, double-spaced, with 1" inch margins.**
- Must have your name **typed** on the first page.
- **MUST be stapled**
- Must contain proper citations according to Turabian's *A Manual for Writer's...*
- Make sure you spell-check and proofread.
- **Plagiarism will not be tolerated.** You are expected to be familiar with and follow the University's policy of academic integrity. Please credit all sources and people that have been involved in your work.

"One person with passion is better than forty people merely interested."

--E. M. Forster

UNIVERSITY POLICIES

**ALL GMU ACADEMIC POLICIES CAN BE FOUND AT:
WWW.GMU.EDU/RESEARCH/OSP/POLICIES.HTML**

Once final grades have been recorded, faculty are not to accept any work to change a grade. Grade changes can only be approved when they are due to a calculation or recording error on the part of the faculty.

An incomplete grade (IN) should be used only if the student requests it in writing. An IN counts as a failing grade until completed, and it automatically turns into an F if a grade is not turned in by the deadline in the Schedule of Classes. Some students may prefer a C to an IN, and faculty shouldn't assume that the student wants an IN rather than a grade or that it is in the student's best interest to get an IN.

In addition, faculty may assign an IN only if the student has a very limited amount of work to complete and there is a non academic reason they can't do so within the semester and if, in their best judgment, the student actually stands a good chance of passing the course by finishing the work satisfactorily. Typical situations for giving incompletes involve a final exam (missed due to illness) or a final paper (not completed because of a family emergency). Faculty are not to assign incompletes if the student has missed a substantial portion of the work of the semester and wants extra time to do it; Faculty are not to assign incompletes to give a student time to improve on work already completed.

Faculty are not to agree to give incompletes unless they will be available to grade the work and submit a grade by the official due date. If the faculty will be going on leave or leaving George Mason, this might not be possible. Faculty may set an earlier due date for the unfinished work; it is best to have in writing a description of the work that is outstanding and the date by which it is due. Faculty are not ever obligated to give an IN. [for the purpose of this semester-I do not intend to be elsewhere and therefore will be able to follow through on any IN grade awarded.]

Federal law (a law known as FERPA) requires us to protect the privacy of student information. Faculty should not speak about a student's record with anyone other than the student. The record includes how a student is doing in a course, whether a student has attended class, information about performance or grades, whether a paper has been turned in, etc. This prohibition includes parents, siblings, spouses, anyone. If faculty have questions about whether to respond to an inquiry about a student, please refer them to Linda Miller, Associate Dean, Academic Affairs.

According to the University catalog, all students and faculty are to use their **GMU.EDU** email address. Some commercial email addresses may be filtered out of the **GMU.EDU** system. No official information can be sent to students unless on the Mason email system.

Disability: If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Resources at 703.993.2474. All academic accommodations must be arranged through that office. The need for accommodations should be identified at the beginning of the semester and that the specific accommodation has to be arranged through the Office of Disability Resources. Faculty are not to provide accommodations to students on their own (e.g. allowing a student extra time to complete an exam because the student reports having a disability).

The GMU Honor Code: <http://www.gmu.edu/catalog/apolicies/index.html#Anchor12>

Honor Code: To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

GMU student information and resources: <http://www.gmu.edu/mlstudents/>

No grade is important enough to justify cheating, for which there are serious consequences that will follow you for the rest of your life. If you feel unusual pressure about your grade in this or any other course, please talk to me or to a member of the GMU Counseling Center staff.

Using someone else's words or ideas without giving them credit is *plagiarism*, a very serious Honor Code offense. It is very important to understand how to prevent committing plagiarism when using material from a source. If you wish to quote verbatim, you must use the exact words and punctuation just as the passage appears in the original and must use quotation marks and page numbers in your citation. If you want to paraphrase or summarize ideas from a source, you must put the ideas into your own words, and you must cite the source, using the APA or MLA format. (For assistance with documentation, I recommend Diana Hacker, *A Writer's Reference*.) The exception to this rule is information termed *general knowledge*—information that is widely known and stated in a number of sources. Determining what is general knowledge can be complicated, so the wise course is, "When in doubt, cite."

Be especially careful when using the Internet for research. Not all Internet sources are equally reliable; some are just plain wrong. Also, since you can download text, it becomes very easy to inadvertently plagiarize. If you use an Internet source, you must cite the exact URL in your paper and include with it the last date that you successfully accessed the site.

University and Departmental Policies: Each student is responsible for knowing Mason's rules, regulations, requirements, and academic policies. This catalog is the normal repository of policy statements but corrections, changes, or interpretations can be promulgated by other means, including electronic publication. When the university or one of its academic units makes changes in course requirements, grading procedures, or the level of qualitative performance expected of its students for acceptance into particular programs, academic standing, or graduation, the changes apply to all students enrolled at the time of implementation of the change and thereafter.

Official Communication with Students Web: www.gmu.edu/email. Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and faculty feedback. Students are responsible for the content of university communication sent to their Mason e-mail account, and are required to activate that account and check it regularly.

Please sign up for the Mason Alert System by visiting the website <https://alert.gmu.edu>. An emergency poster exists in each classroom explaining what to do in the event of crises and further information about emergency procedures exists on <http://www.gmu.edu/service/cert> .

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***"Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity."* - George S. Patton**