

AMGT 410 Arts Advocacy and Community Engagement Spring 2017 Syllabus

Professor Nicole Springer
College Hall C202
nspringe@gmu.edu
(703) 993-5232

T/R, 1:30 – 2:45 p.m.
Robinson Hall B442

Meetings by appointment. Before or after class is preferable.

Course Description

This course is an overview of advocacy and community engagement as practiced by the arts manager, artist, and educator. Students will learn to identify the need for community engagement and successful techniques to implement outreach. Other topics will include arts education, arts policy, community partnerships, assessment, and accessibility. Students will be exposed to guest speakers from active advocacy organizations and government agencies. Students will participate in National Arts Advocacy Day activities or other local, state, and federal arts/community engagement events.

Learning Objectives

1. Gain a full understanding of what defines a community.
2. Learn the role of local, state, and federal government arts councils.
3. Understand the role and structure of schools and arts associations.
4. Gain insight into policy and contemporary issues facing arts organizations.
5. Understand the intrinsic and instrumental benefits of the arts.
6. Acquire effective advocacy and community engagement best practices.
7. Use technology effectively to aid in advocacy efforts.

Required Text and Readings

- Borwick, Doug. (2012). *Building Communities, Not Audiences*. Winston-Salem, NC: ArtsEngaged.
- [Americans for the Arts ARTSblog](#)
- Online readings as assigned

Assignments

- **Participation & ARTSblog Reading Leaders (15% of Grade):** All students are required to read weekly blogs and participate in class discussions. On your assigned week, it is your responsibility to lead a discussion about the previous week's ARTSblogs and post a minimum of three questions to Blackboard. Discussion must be a minimum of 15 minutes.

- **Infographic (15% of Grade) – February 21:** You will create an infographic that demonstrates the benefits of the arts from the perspective of the arts manager, artist, or educator.
- **Video Public Service Announcement (PSA) (20% of Grade) – March 24:** You will work with a partner to script, storyboard, and produce an arts PSA.
- **Arts Advocacy Day Participation & Paper (25% of Grade) – April 6:** You will attend the Nancy Hanks Lecture on Arts and Public Policy on March 7 and write a 6-8 page paper summarizing the lecture, its strengths and weaknesses, and your reaction.
- **Community Engagement Plan OR Arts Advocacy Campaign & Presentation (25% of Grade) – April 25 – May 2:** You may choose to draft either a comprehensive Community Engagement Plan or Arts Advocacy Campaign as your final project. You will give a 15-minute presentation on your plan or campaign on your assigned presentation date.

Grading Scale

A+	100-98
A	97-94
A-	93-90
B+	89-87
B	86-84
B-	83-80
C	79-70
F	69-

General Course Policies

- Please be on time. Respect others. Be open-minded. Ask questions. Participate.
- Late assignments will not be accepted unless in the case of emergency or agreement made with instructor prior to due date of assignment.
- Please email me if you know you will be absent from class. You will receive an unexcused absence if I do not hear from you. Multiple excused and/or unexcused absences will negatively affect your participation grade.
- Cell phones must be turned on silent for the duration of the class period. Texting will not be permitted.
- Laptops and tablets are permitted in class and will be required for some in-class activities. Engaging in activities not related to the course (e.g., playing games, Facebooking, Twittering, and emailing) will not be tolerated. If you engage in these activities, you will be marked absent for the day.

University Policies

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.

Academic Integrity

Mason is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Mason Diversity Statement

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth. An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

Mason Email Accounts

Students must use their MasonLIVE email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

Office of Disability Services

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

Writing Center

A114 Robinson Hall; (703) 993-1200; <http://writingcenter.gmu.edu>

University Libraries

"Ask a Librarian" <http://library.gmu.edu/mudge/IM/IMRef.html>

Counseling and Psychological Services (CAPS)

(703) 993-2380; <http://caps.gmu.edu>

University Catalog and Policies

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

Class Meetings

All readings are to be completed by Tuesday of each week unless otherwise indicated.

Week 1: Introduction

January 24 – *Review Syllabus & Course Expectations*

January 26 – *Review Key Arts Management Terms, Americans for the Arts, and Arts Advocacy Day*

Week 2: Identifying Community

January 31 & February 2

- Reading: Introduction & Chapters 1-3, pp. 12-36 (Borwick)
- Assignment: What does community mean to you? (1 page min.)

Week 3: Role of Government, Arts Funding, & Arts Impact on Economy

February 7

- Reading: [How the U.S. Funds the Arts \(NEA\)](#)
- *Arts in the Real World Career Fair, 4-7 p.m., Center for the Arts Lobby. Attendance required; bring back items you picked up from the fair to February 9 class.*

February 9

- Reading: Chapter 9: Cultural Mapping, pp. 146-156 (Borwick)

Week 4: The Different Types of Advocacy

February 14 & 16

- Reading: [Advocacy by Arts Organizations: Tax Laws and Lobbying \(NASAA\)](#)
- Reading: [Advocacy Toolkit for Individuals \(AFTA\)](#)

Week 5: Arts Commissions & Councils

February 21

- Assignment: Infographic due

February 23 – *Guest Speaker*

Week 6: Arts Associations

February 28 & March 2

- Reading: National Arts Associations (NASAA)

Week 7: Making the Case

March 7 & 9

- Reading: 2017 Arts Advocacy Congressional Arts Handbook (check AFTA website for current version)

Week 8: Spring Break (No Class)

March 13-17

Week 9: Arts Advocacy Day

March 20 (Monday) – *Arts Advocacy Day!* Nancy Hanks Lecture on Arts and Public Policy at The Kennedy Center at 6:30 p.m. Reservations for free tickets must be made in advance. Class does not meet Tuesday.

March 24

- Assignment: Video PSA due

Week 10: Arts Education

March 28 & 30

- Reading: [Arts Education Navigator Series eBook #1 & 2 \(AFTA\)](#)

Week 11: Community Engagement Practices & Partnerships

April 4

- Reading: Chapters 5-7, pp. 92-129 (Borwick)

April 6

- Arts Advocacy Paper due

Week 12: Case Studies

April 11 & 13

- Reading: Selected Case Studies from Chapters 14-20 (Borwick)

Week 13: Shifting Models & Looking Toward the Future

April 17 & 19

- Reading: The Future of the Arts in the U.S., pp. 329-355 (Borwick)

Week 14: Community Engagement Plan/Arts Advocacy Campaign Presentations

April 25 & 27

Week 15: Community Engagement Plan/Arts Advocacy Campaign Presentations

May 2 & 4

Please note: This schedule is subject to change.