

AMGT 602: Seminar in Arts Management

Spring 2017

Tuesdays, 1:30-4:10, Arlington: Founders Hall 311

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Office hours: Tuesday 4:30-5:30, Metropolitan Building 5066 (Huschle)

Course Description and Objectives

This course provides an introduction to management issues in the arts. Our objective is to identify common management structures, concepts, and issues and to critically examine how management functions in the arts.

Students taking this course will gain knowledge of the key organizational structures that enable arts organizations to function effectively. Students will learn to identify common issues that managers face within their organizations, from leadership and mission-related struggles to financial, technological, and community-based concerns. In writing an Organizational Profile, a Case Study Abstract, and a final Case Study, students will exercise research, analytical, and problem solving skills. A series of detailed book reports will give students an understanding of diverse approaches to solving a common issue facing arts organizations. By the end of the course, students will have expert knowledge of one arts organization.

Course Content

Required Texts:

- *The Elements of Style*, William Strunk, Jr. and E.B. White, fourth ed., (Longman, 1999)
- *Enabling Creative Chaos*, Katherine Chen (University of Chicago Press, 2009)
- *How to Start and Run a Commercial Art Gallery*, Edward Winkleman (Allworth Press 2009)
- *A Manual for Writers of Research Papers, Theses, and Dissertations: Eighth Edition*, Kate L. Turabian (University of Chicago Press, 2013)
- *Performing Arts Management: A Handbook of Professional Practices*, Tobie S. Stein and Jessica Bathurst (Allworth Press, 2008)
- *Wallace Studies on Building Arts Audiences*, Bob Harlow, Thomas Alfieri, Aaron Dalton and Anne Field (Bob Harlow Research and Consulting, 2009-2015)

Required Weekly Readings:

- *ArtsJournal Daily Newsletter*. Subscribe at www.artsjournal.com. Each daily newsletter aggregates both blog and news items from around the world.
- "Corner Office" column, *New York Times Business* section
<http://projects.nytimes.com/corner-office/interviews/newest/sort> on Fridays.

Other Key Resources:

- Americans for the Arts (www.artsusa.org)
- Createquity (www.createquity.com)
- GuideStar (www.guidestar.org)
- National Endowment for the Arts (www.nea.gov)

Evaluation Process

Final grade is calculated out of a 1000 point total:		<u>Grading Scale</u>
		A+ 99-100
		A 94-98
Class Participation	250 points	A- 90-93
Organizational Profile	200 points	B+ 87-89
Case Study Abstract	100 points	B 84-86
Case Study	200 points	B- 80-83*
Management Book Club Report	100 points	C 70-79
Professional Statement	150 points	F 69-

*Please note that students must receive a B or better to matriculate, and to take other high level classes in the AMGT program. B- or below will require the student to retake the class in a future semester.

Summaries of these assignments can be found on Blackboard; extended descriptions will be provided and discussed in class.

Class and University Policies

Assignments and Due Dates

All homework assignments are due at the beginning of class, in hard copy format AND submitted via email. Failure to appear in class on the day of a scheduled presentation will result in failure of the presentation, unless I have approved the absence in advance and an alternate presentation date has been set. I will not accept or late assignments.

Attendance

Since we meet just once per week, regular attendance is essential to successfully complete the course objectives. Participation points and presentations may not be made up outside of class.

Each student is permitted one absence per semester, no questions asked. Students are expected to check with fellow classmates and/or Blackboard to find out what was missed; please do not call or email me to ask what you missed in class if you were absent. Please note that although participation points are waived for this "freebie" absence, grades for any assignments or presentations due are not.

Each subsequent absence will result in the lowering of the Class Participation grade by one-half letter per absence.

Example: Student misses two classes and has an A- Class Participation average at the end of the semester. As a result of the second absence, recorded Class Participation grade is a B, the following absence lowers it to a B-, etc.

Class Participation

Students are expected to have done the reading prior to each class and contribute to class discussion. Participation points cannot be made up in the event of an absence. Full participation points can be earned by arriving to class on time and not departing early, voluntarily contributing to questions directed at the whole class, and accurately responding to questions directly asked. Class Participation includes any weekly presentations or writings and in-class activities.

Communication

Mason uses electronic mail to provide official information to students. Students are responsible for the content of university communication sent to their Mason email account and are required to activate that account and check it regularly. I will only use Mason email accounts for class communications. Please remember that email is a form of written communication that should be treated with professionalism.

Emergencies

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>.

Incomplete Grades

An incomplete grade (IN) is only considered if a student requests it in writing, in advance. 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.

Plagiarism

In accordance with the George Mason University Honor Code, plagiarism of any kind will not be tolerated. Taking someone else's words or ideas and passing them off as your own without proper citation is prohibited. Please see me if you have questions about how to properly cite another's words within your own work. Plagiarism is a serious offense; students caught doing so will automatically receive a failing grade for the assignment(s). To read more about the Honor Code, please visit <http://oai.gmu.edu/the-mason-honor-code-2/>.

Honor Code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

Privacy

Federal law (FERPA) requires faculty and staff 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, and spouses.

Professional Behavior and Respect

Please be sure that all mobile phones and other communication/entertainment devices are turned OFF before class begins, and at the conclusion of any in-class breaks. Checking Facebook or surfing the internet on your laptop during class is just rude and unfair. Students discovered surfing the internet, emailing, texting, or conducting business unrelated to the course at hand will be given one warning. Any subsequent violation will result in the student being considered as ABSENT for that entire class session and all class participation points will be lost. * Our class time is precious; please take care of all personal business before class begins. * Be prepared for class – that is, bring pen or pencil and a notebook, as well as any readings assigned. * Please respect one another's ideas and questions by paying attention and listening. Participate fully in class discussion and exercises, and be respectful of other students' learning processes. Please throw away all trash and put recycling in the hall by the elevators. * **Class lectures and discussions may be recorded with my permission only. Reproduction or distribution of these materials without permission will be acted upon as a violation of the Honor Code.**

Research Sources

Please use critical sources – essays or articles appearing in peer-reviewed professional journals, recognized and respected newspapers and magazines, and Arts Management industry-produced documents – in your research. Although the Internet is a useful information-locating tool, websites such as Wikipedia should be used for this purpose only, rather than primary research materials.

Students with Disabilities

If you are a student with a disability and you need academic accommodations, please contact the Disability Resource Center (DRC) at 703.993.2474. The specific accommodation will be arranged through the DRC. Faculty may not 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).

Written Component Format

All written components should be typed, double-spaced, in a standard 10-12 point font (Times, Times New Roman, Arial, Arial Narrow, Calibri – absolutely no Courier New or Comic Sans) with 1-inch margins all around. Include, single-spaced, your name, course number, and date in the top left or right hand corner of the first page. Be sure that your pages are numbered. Indent new paragraphs rather than double-spacing an extra space between them. Use proper citations when necessary – use Turabian/Chicago Manual of Style (see required books list)

For more information:

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

COURSE OUTLINE

Please note: This Course Outline is subject to modification by the instructor with advance notice.

WEEK 1: January 24. What is Management?

Basic definitions and a brief history of management in the United States. Goals for the course and student introductions.

READING/ASSIGNMENTS DUE THIS SESSION

- None.

WEEK 2: January 31. Mission and Strategic Planning

What is a mission, mission statement, and how can these help plan for your organization's future via strategic planning. Who is involved and why are they involved? How can you navigate differences in opinion around mission and strategic planning?

READING/ASSIGNMENTS DUE THIS SESSION

- Bathurst: Chapter 2, "Mission, Vision and Strategy"
- Winkelman: Chapter 2, "Identity: Defining Your Program"
- BlackBoard Writing Assignment Due: *Self Reflection*

WEEK 3: February 7. Management Structures and Business Models, Part 1

Government, non-profit, commercial sectors and how management differs among them.

BOOK CLUB #1 Presentation

READING/ASSIGNMENTS DUE THIS SESSION

- Bathurst: Chapter 1, pages 1-9, "Organizational Structures", Chapter 4, "Commercial Producing"
- Winkelman: Chapter 3, "Business Models and Customary Practices", Chapter 4, "Secondary Market"
- National Endowment for the Arts, How the US Funds the Arts, brochure, November 2012, <https://www.arts.gov/sites/default/files/how-the-us-funds-the-arts.pdf>
- Book Club Summary is due in class and on BlackBoard
- BlackBoard Writing Assignment Due: *Individual Dream, Values, and Mission*

WEEK 4: February 14. Management Structures and Business Models, Part 2

Continuation of business models, including hybrids, B corps, etc., and the idea of corporate social responsibility.

BOOK CLUB #2 Presentation

READING/ASSIGNMENTS DUE THIS SESSION

- Gupta, Anurag, "L3Cs and B Corps", NYU Journal of Law and Business, vol. 8, 2011-2012 (on Blackboard sent via email)

- Laroooca, Amy, "Etsy wants to crochet its cake and eat it, too", New York, April 4, 2016, <http://nymag.com/thecut/2016/04/etsy-capitalism-c-v-r.html>
- Miranda, Carolina, "LA's Hauser Wirth & Schimmel is out to upend the definition of a gallery", Los Angeles Times, February 5, 2016. <http://www.latimes.com/entertainment/arts/miranda/la-ca-cam-hauser-wirth-and-schimmel-20160207-column.html>
- Book Club Summary is due in class and on BlackBoard
- BlackBoard Writing Assignment Due: *Most Memorable Experience*

WEEK 5: February 21. Budgets and 990s: How these Reflect your Mission and Planning

How to read these documents and use them as a gauge of the health of an organization. How can they tell us if an organization is meeting its mission? How can what an organization spends money on help us determine the priorities/values of the organization?

BOOK CLUB #3 Presentation

READING/ASSIGNMENTS DUE THIS SESSION

- Bathurst: Scan Chapter 6, pages 136-141, "Financial Management: Budgets" and review the budgets in the Appendices at the end of the chapter (pages 156-164).
- Bring the 990 and annual report or budget (if possible) for your Profile/Case Study organization.
- Book Club Summary is due in class and on BlackBoard
- BlackBoard Writing Assignment Due: *Arts Event Experience*

WEEK 6: February 28. Human Resources and Organizational Charts, Part 1

How different arts organizations are "built" differently, and how this affects communication, power dynamics, and staff relations. What do managers need to think about when leading this environment? Students will "build" an organizational chart from a staff list.

BOOK CLUB #4 Presentation

READING/ASSIGNMENTS DUE THIS SESSION

- Bathurst: Chapter 1, "Organizational Structures"
- Bring in the Staff and Board lists from the website of your Profile/Case Study organization.
- Book Club Summary is due in class and on BlackBoard

- BlackBoard Writing Assignment Due: *Professional Experiences and Goals*

WEEK 7: March 7. Human Resources and Organizational Charts, Part 2

Digging deeper: Who does what, specifically, and why? How to read a job description—what can they tell us about how an organization is structured? How can understanding job descriptions help with career management?

BOOK CLUB #5 Presentation

READING/ASSIGNMENTS DUE THIS SESSION

- Bathurst: Chapter 1, continued
- Winkelman: Chapter 10, “Staffing and Management Practices”
- Bring in one or two job descriptions you find interesting or would like to apply to. This can include internship postings.
- Book Club Summary is due in class and on BlackBoard
- Draft of Professional Statement due on **Friday, March 10**

3/14 NO CLASS SPRING BREAK

WEEK 8: March 21. Cycles of Organizations and Evolving Management:

What does an organization look like in its early life and at maturity? How can founders and leaders decide what type of management and leadership works best for their organization? This class will look at the evolution of the annual Burning Man Festival as a case study.

No Book Club this week

READING/ASSIGNMENTS DUE THIS SESSION

- Katherine Chen, *Enabling Creative Chaos*
- Readings and videos on Burning Man, to be assigned
- *Nonprofit Lifecycles*, Susan Kenny Stevens, selected readings (on Blackboard)
- Organizational Profile Due

WEEK 9: March 28. Community: Diversity, Accessibility, and Inclusion

How do we define “community?” Why do Arts Managers need to spend time thinking about who is included (or excluded) in the arts and our audiences? How do needs of urban, suburban, and rural

communities differ? How might our mission and goals change based on a broad understanding of community and audience?

BOOK CLUB #6 Presentation

READING/ASSIGNMENTS DUE THIS SESSION

- Doug Borwick: “One Way” <http://www.artsjournal.com/engage/2012/04/one-way/>
- “Audience Development versus Community Engagement”
<http://www.artsjournal.com/engage/2012/05/audience-development-vs-community-engagement/>
- “Outreach (does not equal) Community Engagement”
<http://www.artsjournal.com/engage/2013/03/outreach-≠-community-engagement/>
- “Audience Engagement-Community Engagement”
<http://www.artsjournal.com/engage/2012/05/audience-engagement-community-engagement/>
- “New Thought” <http://www.artsjournal.com/engage/2013/01/new-thought/>
- “Engagement Vocabulary” <http://www.artsjournal.com/engage/2013/05/engagement-vocabulary/>
- Book Club Summary is due in class and on BlackBoard

WEEK 10: April 4. Global Arts Management, Part 1

Models from North America and the European Union

BOOK CLUB #7 Presentation

READING/ASSIGNMENTS DUE THIS SESSION

- To be assigned (on Blackboard).
- Case Study Abstract Due + In-Class Presentation
- Book Club Summary is due in class and on BlackBoard

WEEK 11: April 11. Global Arts Management, Part 2

China, the Middle East, and the developing world

READING/ASSIGNMENTS DUE THIS SESSION

- To be assigned (on Blackboard).

WEEK 12: April 18. Entrepreneurship, the “gig economy,” and thinking outside the box
Hybrid models of non-profit and commercial blending

READING/ASSIGNMENTS DUE THIS SESSION

- To be assigned (on Blackboard).
- Case Study (Draft) Due

WEEK 13: April 25. Nuts and Bolts of Starting an Organization

Forms, applications, and setting up a business

READING/ASSIGNMENTS DUE THIS SESSION

- Bathurst: Chapter 3, Nonprofit Formations and Legal Considerations
- Winkelman: Review Chapter 3, and Chapter 6, “Writing a Business Plan”

WEEK 14: May 2. Class Wrap Up

Case Study (Final) Due

FINALS WEEK: May 9

Professional Statement Due

Email to Professors Gao and Huschle by 5 PM