AMGT 640: Programming and Project Management in the Arts  
George Mason University  
College of Visual and Performing Arts  
Arts Management Program  
Fall 2018: Monday 7:20-10:00 pm CRN 83919  
Instructor: Dr. Rick Davis, Dean, CVPA  
Email: rdavi4@gmu.edu  
Office hours: by appointment (ealis@gmu.edu)  
Office: College Hall C200 (Fairfax Campus)  
Office Phone: 703-993-8878  

Course Description  
Arts managers make decisions that must balance artistic mission, available resources, and community needs and wants. Programming and Project Management in the Arts provides students with the knowledge and tools necessary to guide an arts organization through this decision-making, and through the development and implementation of programs and projects that deliver arts services. Programs provide these services over the long term and are meant to integrate fully into an organization. Projects, on the other hand, have a beginning and an end, and should be able to fulfill specified goals within a given lifespan. The course provides both a theoretical framework for thinking about and assessing the value of various programming options, and practical examples of the potential partners, audiences and resources necessary for implementation.  

Course Objectives and Learning Outcomes  
Through successful participation in this course, students will:  
- Synthesize economic, demographic, cultural, and other data in order to create a meaningful engagement between a community and an arts organization.  
- Analyze how an arts organization’s mission is developed and then expressed through artistic vision and programming;  
- Integrate mission and artistic vision into organizational planning and artistic programming;  
- Distinguish between program and project models, and develop appropriate standards and practices for each;  
- Develop program and project goals;  
- Design assessment strategies to evaluate the effectiveness of a given program or project.
Required Texts:


Required Weekly Readings:

ArtsJournal Weekly Newsletter. (artsjournal.com) Each weekly newsletter aggregates both blog and news items from around the world. Read at least three posts per week and be prepared to comment on them in class.

The Washington Post: Arts and Style section (Sunday)

The New York Times: Arts section (Sunday)

Evaluation Process
Final grade is calculated out of a 100 point total
PROJECT #1:  30 points
PROJECT #2:  20 points
PROJECT #3:  40 points
PARTICIPATION: 10 points

A+ = 100
A = 94-99
A- = 90-93
B+ = 87-89
B = 83-86
B- = 80-82
C+ = 77-79
C = 73-76
C- = 70-72

Class and University Policies

Assignments and Due Dates
All homework assignments are due at the beginning of class through Blackboard unless otherwise specified for the assignment. 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 electronic submissions of presentations or late assignments unless an extension has been granted.

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

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. Participation is graded on attendance, quality of responses and discussion, as well as frequency of contributions to class. Full participation points can be earned by arriving to class on time, voluntarily contributing to questions directed at the whole class, and accurately responding to questions directly asked. Class Participation includes sharing personal experiences with arts programming and leisure activities, as well as discussion of assigned readings and weekly review of key concepts. Students who frequently contribute to class discussion and have zero absences will easily receive an A in Participation.
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. I make every effort to reply to emails within 48 business hours. If you have not received a response or have an urgent need, such as being late for or missing class due to an emergency, text me at 540-222-3829. Please use text messaging only for urgent issues.

Emergencies
Please sign up for the Mason Alert System by visiting the website https://ready.gmu.edu/masonalert/. A poster is visible in each classroom explaining what to do in the event of an emergency.

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

Privacy
Federal law (FERPA) requires faculty and staff to protect the privacy of student information. For more information, please see https://registrar.gmu.edu/ferpa/annual-notification-of-rights/

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. * 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 an appropriate container. * Class lectures and discussions may NOT be recorded without prior permission.

Research Sources
Please use critical sources - essays or articles appearing in peer-reviewed professional journals or recognized, professionally edited/curated trade or popular publications - in your research. For primary source research (e.g., information obtained directly from an institution, or through a visit or an interview) documentation is key, as is external validation of the information where possible. All sources, even "trusted" ones, sometimes let errors get through, so use good critical thinking and conceptual frameworks to evaluate all source materials. Although the Internet is a useful information-locating tool, websites such as Wikipedia should be used for this purpose only, rather than as 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 Work Format
All written assignments should be typed, double-spaced, in a standard 10-12 point font (Times, Times New Roman, Arial, Arial Narrow, Calibri are preferred) 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. Use proper citations when necessary, in a standard format such as Chicago, APA, MLA, etc. The choice is yours as long as you are consistent.
PROJECT #1: “Playing Consultant: Program analysis.”  (30 points)
1. Choose an arts organization that has a public performance or exhibition program of any type, and that has been in operation for at least ten years (exceptions to this must be approved by the instructor).
2. Select two years or seasons of programming to analyze. In the case of a large institution (e.g., Kennedy Center, Wolf Trap, National Gallery, etc.), select a reasonable subset of programming (e.g., classical music series, visiting exhibitions, etc.).
3. Analyze the selected programs using relevant lenses, e.g.: expression of mission, artistic intention, community engagement, institutional viability, diversity (in various forms), innovation, brand alignment, public reception, etc.
4. Summarize your findings in a 5-page “Consultant’s Report” and a 15-minute oral presentation, including your recommendations for any needed strategic adjustments to the organization’s program and/or mission statement.

PROJECT #2: Something Special  (20 points)
1. Building on your research for Project #1 (or selecting a different organization, with instructor approval), design a Festival, Special Event, or other concentrated program activity that enhances the organization’s mission in a specific way.
2. Provide details on the goals of the Event, its artistic content, its support requirements (physical, financial, marketing, etc.).
3. Develop a set of assessments or metrics by which you will measure the success of the Event.
4. Create a 5-page document that the organization’s various staff members or departments can use to begin planning, marketing, and fundraising for the Event.

PROJECT #3: Create a Company, Fill a Void  (40 points)
1. Choose a city, town, county, region, or other definable area (hereafter “Area”) about which you can research demographics, culture, and the arts landscape in depth.
2. Research as much relevant quantitative and qualitative information as you can about the Area as you can, e.g., population demographics in detail, education and income levels, land area, density, industry, public and private schools, religious life, and, finally, artistic and cultural resources.
3. Perform a “gap analysis” on the Area’s artistic and cultural resources, with a sideways glance at education as well. What is the Area missing? Given its characteristics as revealed in your research, what kind of arts activity might it need and be able to support? What might best serve its people?
4. Create an arts organization with the following descriptive elements: Mission, Vision, Scope (e.g., budget and facilities). Create a sample Program for your organization (minimum of four elements – performances, exhibitions, workshops, etc.).
5. Present your Area research findings and your proposed arts organization with program in a 10-page paper and a 15-minute illustrated oral report.
## Course Outline

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

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS COVERED</th>
<th>READING/ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>8/27</td>
<td>Introductions and Course Overview</td>
<td>(none)</td>
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<tr>
<td>9/10</td>
<td>Overview of arts and cultural programming: Mission, vision, values</td>
<td>A&amp;CP Chapters 1-3</td>
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<td></td>
<td>JOINT MEETING WITH AMGT 609 – Performing Arts Management</td>
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<td>9/17</td>
<td>Performing Arts, Dance and Theatre: Guest speaker: Adrienne Bryan, Programming Manager; CVPA</td>
<td>A&amp;CP Chapter 14</td>
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<td>JOINT MEETING WITH AMGT 609.</td>
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<tr>
<td>9/24</td>
<td>Pulling the pieces together: program planning and execution</td>
<td>A&amp;CP Chapter 4</td>
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<tr>
<td>10/1</td>
<td>PROJECT PRESENTATIONS</td>
<td>A&amp;CP Chapters 7 and 8</td>
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<td></td>
<td>PROJECT #1 DUE (Blackboard)</td>
<td></td>
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<tr>
<td>10/9</td>
<td>Cultivating Audiences</td>
<td>A&amp;CP Chapters 5 and 6</td>
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<tr>
<td>(Tuesday)</td>
<td>Program/Project Evaluation</td>
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<td>10/15</td>
<td>Programming a Community-Based Venue. Guest speaker: Paul Douglas Michnewicz, Arts and Events Director, Reston Community Center JOINT SESSION WITH AMGT 609</td>
<td>Project Management for the Unofficial Project Manager</td>
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<td>A&amp;CP Chapters 9 and 10</td>
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<td>10/22</td>
<td>Project Management 101</td>
<td>PROJECT #2 DUE (Blackboard)</td>
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<td>10/29</td>
<td>Creating a New Facility: The Hylton Performing Arts Center: JOINT SESSION WITH AMGT 609 – MEET AT THE HYLTON CENTER</td>
<td>A&amp;CP Chapters 11 and 12</td>
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<td>11/5</td>
<td>Programming and Managing Festivals and Special Events-JOINT SESSION WITH AMGT 609-</td>
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<td>11/12</td>
<td>Programming for Museums: Guest Speaker; Timothy Anne Burnside, Museum Specialist in Curatorial Affairs, National Museum of African American History and Culture (Smithsonian)</td>
<td>A&amp;CP Chapter 13</td>
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<td>11/19</td>
<td>The Future of Arts &amp; Cultural Programming</td>
<td>A&amp;CP Chapter 15</td>
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<td>11/26</td>
<td>Open Forum / Final Project Check-in</td>
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<tr>
<td>12/3</td>
<td>PROJECT PRESENTATIONS</td>
<td>PROJECT #3 DUE (Blackboard)</td>
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