

# AMGT 602: Seminar in Arts Management

Fall 2019

Tuesday 7:20pm-10pm  
Professor: Dr. Emma Balázs  
Email: [ebalazs@gmu.edu](mailto:ebalazs@gmu.edu)

Van Metre Hall 318

Office hours: By appointment

## **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, and a final individual Case Study with an oral presentation, students will exercise research, analytical, problem solving, as well as communication skills. A series of detailed book reports on Wallace Case Studies in Building Arts Audiences 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.

## **Student Learning Outcomes:**

1. Prepare research activities (individual research, case study and interviews) to support construction of an organizational profile inclusive of mission, target audience, financial data, leadership and management structures
2. Analyze organizational theory, models and structures of arts and cultural organizations
3. Recommend how to engage target communities and build related partnerships
4. Distinguish and address common issues managers face within their organizations
5. Assemble and analyze organizational data inclusive of finances and budgets.
6. Develop an organizational case study that evaluates the effectiveness of an organization in addressing an identified arts management problem.
7. Construct and deliver a well-organized and coherent presentation

## **Course Content**

### **Required Texts:**

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

- *Wallace Studies on Building Arts Audiences*, Bob Harlow, Thomas Alfieri, Aaron Dalton and Anne Field (Bob Harlow Research and Consulting, 2009-2015) <http://www.wallacefoundation.org/knowledge-center/Pages/Wallace-Studies-in-Building-Arts-Audiences.aspx>

**Required Weekly Readings:**

- *ArtsJournal Daily Newsletter*. Subscribe at [www.artsjournal.com](http://www.artsjournal.com). Each daily newsletter aggregates both blog and news items from around the world.

**Other Key Resources:**

- Americans for the Arts ([www.artsusa.org](http://www.artsusa.org))
- Createquity ([www.createquity.com](http://www.createquity.com))
- GuideStar ([www.guidestar.org](http://www.guidestar.org))
- National Endowment for the Arts ([www.nea.gov](http://www.nea.gov))
- Washington Post
- New York Times
- Academy of Management

**Evaluation Process**

Final grade is calculated out of a 1000

Point total:

Class Participation	200 points	<u>Grading Scale</u>
Organizational Profile	200 points	A+ 99-100
Individual Organizational Case Study		A 94-98
Draft and Presentation	100 points	A- 90-93
Individual Organizational Final		B+ 87-89
Case Study	200 points	B 84-86
AMGT Quiz (Blackboard)	100 points	B- 80-83*
Wallace Case Study Grp Report		C 70-79
	100 points	F 69 or below
Wallace Case Study Grp Report		
Presentation:	100 points	
<b>Total:</b>	<b>1000 points</b>	

\*Please note that students must receive a **B or better (840 out of 1000 points) for matriculation**, and to take other high level classes in the AMGT program. A B- (800 to 830 points) will require the student to retake the class in a future semester. Students who receive a C (790 points) or below will not be able to continue their study in the AMGT program.

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

# COURSE OUTLINE

*Subject to Change*

**PLEASE NOTE: NO ELEMENTS OF A LECTURE, DISCUSSION OR PRESENTATION  
MAY BE PHOTOGRAPHED, RECORDED OR COPIED.**

## **WEEK 1: August 27**

*What is your story?*

*What is Management?*

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

**8PM - Christopher D Magee, MS MLIS, *Research Resources***

*READING/ASSIGNMENTS DUE THIS SESSION*

- None.

## **WEEK 2: September 3. *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?

*Note: Wallace Case Study Organizations and groups selected.*

*In Class Assignment: Please bring in ONE mission statement (PRINTED OUT IN HARD COPY) from an arts organization that you think is strong and effective.*

*READING/ASSIGNMENTS DUE THIS SESSION*

1. Bathurst: Chapter 2, "Mission, Vision and Strategy"
2. Winkelman: Chapter 2, "Identity: Defining Your Program"

## **WEEK 3: September 10. *Management Structures and Business Models, Part 1***

Government, non-profit, commercial sectors and how management differs among them. Discuss Case Study Assignments

*READING/ASSIGNMENTS DUE THIS SESSION*

1. Bathurst: Chapter 1, pages 1-9, "Organizational Structures", Chapter 4, "Commercial Producing"
2. Winkelman: Chapter 3, "Business Models and Customary Practices", Chapter 4, "Secondary Market"
3. 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>

**WEEK 4: September 17. Management Structures and Business Models, Part 2**

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

*READING/ASSIGNMENTS DUE THIS SESSION*

1. Gupta, Anurag, “L3Cs and B Corps”, NYU Journal of Law and Business, vol. 8, 2011-2012 (on Blackboard)
2. 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>
3. 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>

**WEEK 5: September 24. Human Resources and Organizational Charts, Part 1**

How 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.

*READING/ASSIGNMENTS DUE THIS SESSION*

1. Bathurst: Chapter 1, “Organizational Structures”
2. Please bring in two organizational charts from two different arts organizations. PLEASE PRINT OUT AND BRING TO CLASS.

**WEEK 6: October 1. 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?

*Discuss Organizational Profiles and Finalize Organization Choices*

**WALLACE CASE STUDY Group #1, Group #2, Group #3, Group #4 Presentations (10 min each (timed) with 10 min of questions from class and instructor)**

(Written summary due at 1:00 pm electronically and bring 2 copies to class for instructors.)

*READING/ASSIGNMENTS DUE THIS SESSION*

1. Bathurst: Chapter 1, continued
2. Winkelman: Chapter 10, “Staffing and Management Practices”
3. Bring in two job descriptions that you find interesting or would like to apply to. This can include internship postings. PLEASE PRINT OUT AND BRING HARD COPIES TO CLASS.

**WEEK 7: October 8. Budgets and 990s: How these Reflect your Mission & 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?

**WALLACE CASE STUDY Group #5, Group #6, Group # 7, Group #8 Presentations IF NEEDED**

(Written summary due at 1:00 pm via BlackBoard and bring 2 copies to class for instructors.)

*READING/ASSIGNMENTS DUE THIS SESSION*

1. Bathurst: Chapter 6, pages 136-141, “Financial Management: Budgets” and review the budgets in the Appendices at the end of the chapter (pages 156-164).
2. Bring the 990 and annual report or budget (if possible) for your Profile/Case Study organization.

**NO CLASS OCTOBER 15 : FALL BREAK**

**WEEK 8: October 22. 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?

Guest Lecture: TBA

**Discuss Case Study Abstracts Best Practices**

*READING/ASSIGNMENTS DUE THIS SESSION*

1. **Organization Profile Due at 1:00 pm.**
2. Doug Borwick: “One Way” <http://www.artsjournal.com/engage/2012/04/one-way/>
3. “Audience Development versus Community Engagement” <http://www.artsjournal.com/engage/2012/05/audience-development-vs-community-engagement/>
4. “Outreach (does not equal) Community Engagement” <http://www.artsjournal.com/engage/2013/03/outreach-≠-community-engagement/>
5. “Audience Engagement-Community Engagement” <http://www.artsjournal.com/engage/2012/05/audience-engagement-community-engagement/>
6. “New Thought” <http://www.artsjournal.com/engage/2013/01/new-thought/>
7. “Engagement Vocabulary” <http://www.artsjournal.com/engage/2013/05/engagement-vocabulary/>

**WEEK 9: October 29. Case Studies Interview Day**

We will review overall comments from Organizational Profile in class.

*READING/ASSIGNMENTS DUE THIS SESSION*

1. Blackboard AMGT Key Concepts and Financial Quiz due (100 points)
2. **Case Study Abstract Due.**

**WEEK 10: November 5. International Arts Management / Writing Review**

Explore various international arts organizations and examine how they are facing challenges in their regions.

3:15PM: **Writing Review:** How to frame an argument and support findings.

**Organizational profile review, case study preparations.  
Review Case Study Abstracts.**

*READING/ASSIGNMENTS DUE THIS SESSION*

- To be assigned.

**WEEK 11: November 12. 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.

Watch **SPARK: A Burning Man Story** in class

*READING/ASSIGNMENTS DUE THIS SESSION*

1. Katherine Chen, *Enabling Creative Chaos*
2. Readings and videos on Burning Man, to be assigned
3. *Nonprofit Lifecycles*, Susan Kenny Stevens, selected readings (on Blackboard)

**WEEK 12: November 19. Entrepreneurship, the “gig economy,” and thinking outside the box / Nuts and Bolts of Starting an Organization**

Hybrid models of non-profit and commercial blending. Forms, applications, and setting up a business.

**Guest Lecture: TBA**

**ALL CASE STUDY DRAFT PAPERS ARE DUE**

*Case study presentations (10 minutes to present followed by Q & A with class.)*

*READING/ASSIGNMENTS DUE THIS SESSION*

1. Case Study Draft Due + In-Class Presentation

2. Bathurst: Chapter 3, Nonprofit Formations and Legal Considerations
3. Winkelman: Review Chapter 3, and Chapter 6, "Writing a Business Plan"

**WEEK 13: November 26, NO CLASS Research Day: work on your case study.**

**WEEK 14: December 3. CLASS PRESENTATIONS & Class Wrap Up**

Case study presentations (10 minutes to present followed by Q & A with class.)

Note: Please plan to attend at least one half-day of Capstone presentations DATE TBD

**FINALS WEEK:**

**FINAL CASE STUDY DUE TUESDAY, DECEMBER 10 @ 1PM.**

## **Class and University Policies**

### **Assignments and Due Dates**

All homework assignments are due by 1:00 pm EST on the day of our class. All assignments should be uploaded to Blackboard. Please bring two copies of your Wallace Case Study assignment the day of your presentation. Failure to appear in class on the day of a scheduled presentation will result in failure of the presentation, unless your Professor has approved the absence in advance and an alternate presentation date has been set. Late assignments will not be accepted.

### **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 ask your instructor(s) what you missed in class if you were absent. Please note that although participation points are waived for this penalty-free 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 the weekly discussion on current events in arts management, responding 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. To promote full engagement by students during class time, students will not be permitted to use their smart phones; students who engage in activities during class time that are unrelated to class (internet browsing, shoe shopping etc.) will not be able to get full participation points (20% of overall grade.)

### **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. Mason email accounts will be used exclusively for class communications. Please remember that email is a form of written communication that should be treated with professionalism and treat your instructor(s) as your “boss.” Please use spellcheck and proper grammar and punctuation. Instructors should be contacted during normal business hours (9 am to 5 pm) unless otherwise arranged. **Text messages are not an acceptable form of communication with your instructor.** We will strive to respond within 48 business hours.

### **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.

**Honor Code:** Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work. To read more about the Honor Code, please visit <http://oai.gmu.edu/the-mason-honor-code-2/>.

### **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 your professor 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). Note: students will be given one warning for plagiarism; a second occurrence will lead to automatic dismissal from the program.

### **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 rude, unfair to fellow classmates and instructor(s) and a waste of everyone's valuable time. 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 instructor(s) permission only. Reproduction or distribution of these materials without permission will be acted upon as a violation of the Honor Code.

*The class instructional language is English and we ask that all students use this time to work and practice our shared language.*

### **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 documented learning disability or other condition that may affect academic performance* and you need academic accommodations, please contact the Disability Resource Center (DRC) at *SUB I, Rm. 4205; ods.gmu.edu; 703-993-2474; <http://ds.gmu.edu>* and ensure that your documentation is on file **prior** to the submission of any graded assignments. The specific accommodation will be determined by and arranged through the DRC and 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). Once you have provided the proper documentation, please do discuss the accommodations arranged with the DRC with your professor as early as possible.

### **Sexual Harassment, Sexual Misconduct, and Interpersonal Violence**

George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed,

assaulted or subjected to sexual misconduct to seek assistance and support. University Policy 1202: Sexual Harassment and Misconduct speaks to the specifics of Mason's process, the resources, and the options available to students.

As a faculty member and designated "Responsible Employee," all professors are required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per university policy 1412. If you wish to speak with someone confidentially, please contact the Student Support and Advocacy Center (703-380-1434), Counseling and Psychological Services (703-993-2380), Student Health Services, or Mason's Title IX Coordinator (703-993-8730; cde@gmu.edu).

### **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 MLA Manual of Style (see required books list) or Chicago.

### **Writing Resources:**

The Writing Center offers free writing support to Mason students through face-to-face tutoring, online tutoring and workshops at both Arlington (FH Room 212) and Fairfax campuses. To make an appointment visit [writingcenter.gmu.edu](http://writingcenter.gmu.edu). The Writing Center also offers workshops designed for ESL students (<https://writingcenter.gmu.edu/for-graduate-students/esl-writing-groups> and Opt-in Tutoring Support (<https://writingcenter.gmu.edu/tutoring/esl-writing-support>.) Students are encouraged to make appointments with the writing center for help during the semester asoon as possible and before end of semester assignments are due.

**For more information about student support and resources at GMU visit:**

<http://www.gmu.edu/mlstudents/>