AMGT 603
Arts in Society
Spring 2020
Professor: Aimee Fullman
afullman@gmu.edu

Thursdays 7:20-10:00 pm, Arlington Campus Vernon Smith Hall Room 312
Office Hours: By appointment and before class.

Students will be required to have a 20-minute tutorial with professor 2 times per semester

This course explores how and why the products of creative action are socially constructed as Art. We will consider how people organize themselves socially in order to understand and communicate their beliefs about the aesthetic status and characteristics of particular disciplines and works of art, and how the social uses to which arts works are employed underwrite the social, political, economic and cultural value of Art.

This is a reading and writing intensive course. In addition to giving students an in-depth introduction to scholarly debates and research about the relation between Art and social organization, the course also focuses on developing student skills in reading, summary and synthesis of complex, advanced ideas and scholarship, and application of those ideas to professional practice. These skills are essential to developing arts leadership. You will be asked to question and challenge your own assumptions; think critically about cultural privilege, identity and democracy and engage in thoughtful debate and exchange.

Readings: The following are required texts and each has been placed on four-hour reserve at the library.

Howard Becker. Art Worlds
John Dewey. Art as Experience.
Lawrence Levine. Highbrow/Lowbrow: The Emergence of Cultural Hierarchy in America.
Carol Duncan. Civilizing Rituals: Inside Public Arts Museums
Bill Ivey. Arts Inc.: How Greed and Neglect Have Destroyed Our Cultural Rights.
Tom Finkelppearl, What We Made: Conversations on Art and Social Cooperation

Course Requirements:

1. **Attend and Participate actively in class (20 points).** Read carefully and discuss thoughtfully all assigned materials. Students are expected to actively and consistently engage in discussion of the works during our class time. Speak up!

2. **Lead a discussion (40 points).** For each of the required books, pairs or groups of students will lead the “book club” class discussion (30-min total). On the selected week, the leaders will present a 10 minute powerpoint inclusive of background on the author, an overview of the book and relevancy to arts management and compile a list of four questions to stimulate a 20-minute discussion. **Discussion questions must be uploaded to Blackboard**
no later than 7:00 pm on the day prior (Monday) to the class the book will be discussed. Your grade will be based on your questions and your leadership in facilitating and guiding the conversation and making connections between the book and the class discussion. Think critically!

3. **Complete eight book reviews (80 points)**, one for each of the required books. Each review should be one page long (about 500 words, formatted with 12 pt, Times New Roman, single-spaced) and include citations and Bibliography in Chicago style on the second page. In these reviews, you are NOT meant to criticize the work. Rather, the review should synthesize a book’s argument and conclusions, and summarize its method (1 paragraph). Reviews also should raise some point for discussion about the work’s **relevance to arts management practice** (1 paragraph). **Reviews must be submitted by 7:00 pm on the day before class (Monday) and must be submitted by Blackboard.** Late submissions will not be accepted. While all reviews are required for submission, four book reviews will be selected for written feedback and grading by professor each semester and will count as 20 points each. Any submissions not turned in will automatically lose 10 points out of the 80 in total.

4. **Revised Book Reviews: Complete three one-page responses (60 points/15% of overall grade)**, one for each of the first three books. These responses should relate the book’s argument to a contemporary issue in arts management practice as identified through a specific news article published within the last 6 months. **These three responses are due on Tuesday February 18 at 7:00 pm (no class that day).** Please include a link to the relevant story with your submission.

Here are some suggested places to look for contemporary issues in arts management. This list is by no means comprehensive, but these are good places to check regularly as a part of your developing professional practice.

- AAAE: Association of Arts Administrator Educators
- The New Yorker
- The New York Review of Books
- The New York Times (free subscription to GMU students via library)
- Americans for the Arts Blog and News
  Creatiquity: [www.creatiquity.com (archives)](http://www.creatiquity.com)
- Grantmakers in the Arts Reader - [http://www.giarts.org/readers](http://www.giarts.org/readers)
- IFACCA – [www.ifacca.org](http://www.ifacca.org)
- ENCATC
- Washington Post
- Barry’s Blog

5. **Complete one five-page (2000-2500 word) contemporary arts management review essay (100 points/25% of overall grade).** The review essay should synthesize our readings’ arguments and conclusions and discuss their relevance to a contemporary issue
in arts management practice. The review essay is due on Monday April 13 at 7:00 pm and should discuss Bourdieu and EITHER Levine or Duncan.

6. **Complete one five-page (2000-2500) final essay (100 points/25% of overall grade)** based on the Barnes Case Study presented in week 14 and incorporating the themes presented in the readings in Arts Inc, and What We Made. This assignment should refer to 3-4 of the authors we discussed and is due on Tuesday May 5 by 11:59 pm.

**Electronic devices:** Please turn your cell phone ringer off at the beginning of class. As a matter of courtesy to your professor and classmates, cell phones, text and email may only be used during formal breaks in the class session. Please do not browse or read on electronic devices during class time. Your attentiveness or lack of attentiveness to the lecture and discussion will be assessed as a part of the attendance/participation/discussion portion of your grade.

Class lectures and discussions may be recorded. However, these recordings are to be played only for your own personal use and may not under any circumstances be reproduced without the express written permission of Professor Fullman. Reproduction or distribution of these materials without permission will be acted upon as a violation of the honor code.

**Absence:** Please inform Professor Aimee Fullman of the reason for any absence. One absence will be excused. Each additional absence will result in one drop in grade (A to A- to B+, etc) for the attendance/participation/discussion portion of your final grade.

**Late papers:** Papers are due at 7:00 pm EST on the day prior (Monday) to class on the due date. After that time, they will be considered one day late. Each day that an assignment is late, it will drop one grade (A to A- to B+, etc). Extensions will be given on a case-by-case basis with at least 24 hours of advance notice and documentation, only at the instructor’s discretion, and are not to be discussed with other members of the class or program.

**Submitting assignments:** Students will submit all assignments and communications through Blackboard. Instructor may change deadlines to a later date to accommodate unforeseen circumstances as needed for the entire class. Any changed deadlines will be provided with at least one week’s notice.

**Grading:**

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<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class attendance/participation, book reviews</td>
<td>100</td>
<td>25%</td>
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<tr>
<td>“Book Club” leadership and discussion</td>
<td>40</td>
<td>10%</td>
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<tr>
<td>Revised book reviews and responses (3)</td>
<td>60</td>
<td>15%</td>
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<tr>
<td>Review essay</td>
<td>100</td>
<td>25%</td>
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<tr>
<td>Final essay</td>
<td>100</td>
<td>25%</td>
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<td><strong>Total points</strong></td>
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It is GMU policy that 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.

**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. Incompletes can be discussed when a documented emergency family situation or illness has arisen.

**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.

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. All assignments will be checked using the SafeAssign in Blackboard. Resources regarding self-citation and citation standards are included in your tools on Blackboard.

**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.

**Disability:** 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 12 point font (Times, Times New Roman) with 1-inch margins all around and submitted through Blackboard. 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 in the Chicago style. We recognize that there are formatting differences between Apple and Microsoft computers and so your professor will specify a word count range for papers.

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. 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 as soon as possible and before end of semester assignments are due. You are encouraged to use spellcheck and Grammarly or other related programs.

For more information about student support and resources at GMU visit:
http://www.gmu.edu/mlstudents/

Official Communication with Students: 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. 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 use email responsibly, use the time in class together for questions whenever possible and give your instructor (who is on partial project leave this semester) 72 hours to respond before sending a reminder.

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
SCHEDULE OF READINGS AND OTHER ASSIGNMENTS

Week 1: January 21 Art and Society and Course Intro
Class Exercise and Discussion on Learning Styles (take VARK test per announcement in Blackboard) and the Value of Arts and Culture

Required Reading due on January 28:
Howard Becker, Art Worlds
Further reading:
- Clifford Geertz, “Art as a Cultural System”
- Raymonde Moulin, The French Art Market
- Lawrence Rothfield et al., Chicago: Music City
- Americans for the Arts, National Arts Index

Week 2 (January 28): Art Worlds, Cultural Identity and Diversity
Due by 7:00 pm January 27: Book Review (All) and Group 1 Presentation and Lead Discussion of Howard Becker, Art Worlds

Class Exercise and Discussion on Cultural Identity and Diversity

Required Reading for February 4, John Dewey, Art as Experience
Further reading:
- Immanuel Kant, The Critique of Judgment
- Aristotle, Poetics
- Phillip Jackson, John Dewey and the Lessons of Art
- Louis Menand, The Metaphysical Club
- Kevin McCarthy et al., Gifts of the Muse
- The American Assembly, The Arts and the Public Purpose

Additional Required Reading for class discussion on February 4 (Pick at least 2)
- Malcolm Gladwell, “Six Degrees of Lois Weisberg”
- John Litt, “Cuyahoga Arts and Culture Considers Big Revamp to Individual Artist Grant Program”, Cleveland Plain Dealer, November 11, 2016

Week 3: February 4: Art as Experience and Social Impact of the Arts
Due by 7:00 pm February 3: Book Review (All) and Group 2 Presentation and Lead Discussion of John Dewey, *Art as Experience*

**Required Reading for February 11, Lewis Hyde, *The Gift***
Further reading:
- Karl Marx, *Capital*
- Marcel Mauss, *The Gift*
- Marshall Sahlins, *Culture and Practical Reason*
- Michael Fitzgerald, *Making Modernism: Picasso and the Creation of the Market for Twentieth Century Art*
- National Endowment for the Arts, *Artists in the Workforce*

**Week 4: February 11: The Gift and Overview of first Suite of Books**
Due by 7:00 pm on February 10 Book Review (All), Group 2 Presentation and Lead Discussion of Lewis Hyde, *The Gift*
Group recap and discussion of first suite of books and relevant themes.
**WRITING WORKSHOP and schedule 15-20 min tutorials**

**Required Reading for February 25 Pierre Bourdieu, *Distinction***
Note: you have TWO MORE WEEKs to complete reading Bourdieu’s *Distinction*. Use this time wisely.

Further reading:  
- Thorsten Veblen, *The Theory of the Leisure Class*
- Theodore Adorno, *Aesthetic Theory*
- Walter Benjamin, “The Work of Art in the Age of Mechanical Reproduction”
- Louis Althusser, “Ideology and Ideological State Apparatuses”
- Michel Foucault, *The Order of Things*

**Week 5 (February 18): No class**
Due on February 18 at 7:00 pm three revised book review responses (Art Worlds, Art as Experience, The Gift) (All) via BB.

**Required Reading for February 25 Pierre Bourdieu, *Distinction***
Note: you have ONE MORE WEEK to complete reading Bourdieu’s *Distinction*. Use this time wisely.

Further reading:  
- Thorstein Veblen, *The Theory of the Leisure Class*
- Theodore Adorno, *Aesthetic Theory*
Walter Benjamin, “The Work of Art in the Age of Mechanical Reproduction”
Louis Althusser, “Ideology and Ideological State Apparatuses”
Michel Foucault, The Order of Things

Week 6 (February 25): Distinction and Wielding the Power of Culture
Due by 7:00 pm on Monday February 24: Book Review (All), Group 4 Presentation and Lead Discussion of Pierre Bourdieu, Distinction

Required Reading for March 3, Levine, Highbrow/Lowbrow
Neil Harris, Humbug: The Art of PT Barnum
Watch the “Greatest Showman”

Week 7 (March 3): Cultural Hierarchy and Cultural Rights
Due by 7:00 pm Monday March 2: Book Review (All), Group 4 Presentation and Lead Discussion of Levine, Highbrow/Lowbrow

Class discussion on preference and taste. Post on BB discussion 2-3 arts and cultural experiences that you can share and discuss with your classmates by 7:00 pm on Monday March 2.

Week 8 (March 10): No class Spring Break

Required Reading for March 17 Duncan, Civilizing Rituals*
Further reading: Victor Turner, From Ritual to Theater
Victor Turner, The Ritual Process
Richard Schechner, Between Theater and Anthropology

Week 9 (March 17): Civilizing Rituals
Due by 7:00 pm March 16: Book Review (All), Group 6 Presentation and Lead Discussion of Duncan, Civilizing Rituals
Required Reading for March 24: Arts, Inc. Further Reading will be listed on BB.

Week 10 (March 24): Arts, Inc
Due by 7:00 pm on March 23: Book Review (All), Group 7 Presentation and Lead Discussion of Bill Ivey, Arts. Inc

Required Reading for March 31: What We Made. Further Readings will be listed on BB.

Special Event: Attend Nancy Hanks Lecture on March 30 at 6:30 pm at the Kennedy Center.

Week 11 (March 31): What We Made: Conversations on Art and Social Cooperation
Due by 11:59pm March 30 (in order to attend Nancy Hanks Lecture): Book Review (All), Group 8 Presentation and Lead Discussion of Finkelpearl, What We Made: Conversations on Art and Social Cooperation

Week 12 (April 7): Review of Suite 3 of Books and Review Essay Preparation
Schedule 15-20 min individual tutorials over the next few weeks.
Bring your review essay draft and ideas to class for Peer Review

CONTEMPORARY ARTS MANAGEMENT REVIEW ESSAY DUE (25% of grade) due on Monday April 13 at 7:00 pm to BB.

Week 13 (April 14): Catch up Week and Tutorials

Week 14 (April 21): Presentation of Barnes Case Study
We will watch the Art of the Steal: A Case Study of the Barnes Museum in class. To ensure success on your final paper, be prepared to watch the case study at least 1-2 times on your own in addition to the presentation in class.

Week 15 (April 28): Final Class, Recap of Semester and class party
Wrap up of the course. Final questions in preparation for submission of the Barnes Case Study Essay.

BARNES CASE STUDY FINAL ESSAY (25% of overall grade) DUE on Blackboard BY 11:59 PM EST on Tuesday May 5, 2020 at 7:00 pm EST.

Note Capstone Presentations will be on Friday May 1 with practice the day prior. Please attend as many as you can.