

**SMU** | MEADOWS SCHOOL  
OF THE ARTS

## 1. Summary

*Course Title: Introduction to Arts Management*

Course Number: AMAE 3301 (3) May 2016

May 12 -13, 16-20, 23-26, 8:30-12:30

Classroom location: Check My.SMU.edu for room assignment

*B. Kathleen Gallagher*

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Office Hours: Tuesdays and Thursdays, 1:00 - 2:00 + by appointment

I am available by phone and email. Email is the best way to initiate conversations and schedule calls or meetings outside of office hours.

## 2. Rationale

This course is offered to provide students the opportunity to learn about and explore issues involved in the management of arts-focused organizations and activities. Arts organizations, such as museums and performing arts centers, are unique environments within which the visual and performing arts are created, interpreted, presented to the public, studied, and preserved for future generations. Arts-focused activities, such as art fairs and concert tours, combine business and creative challenges that begin long before the event and continue long after. Students taking this course will have the opportunity to build knowledge and understanding of many aspects of managing existing arts organizations and developing new professional opportunities in the visual or performing arts, contributing to their own professional aspirations and to a greater understanding and appreciation of the cultural life of societies.

## 3. Course Aims and Learning Outcomes

This course specifically seeks to explore management theory and practice related to arts organizations and activities at the local, national, and international levels. Specifically, the goals of the course are for students to develop a general understanding of:

- Management issues as they relate to a variety of art forms and organizational structures.
- Stakeholders of non-profit and for-profit arts organizations.
- Significant issues affecting the governance of arts organizations and their relationships with the public.
- Current developments affecting the arts, artists, arts management, and arts entrepreneurs.

By the end of the course, students will be expected to have achieved familiarity with key aspects of:

- The business of managing established and newly created arts organizations
- Trends in management theory
- Adaptive strategies for contemporary arts organizations and businesses
- Organizational life cycles
- Human resource management in arts organizations

- Leadership strategies and group dynamics in the arts
- Budgeting, financial management, and fundraising
- Marketing arts organizations in a competitive environments
- Governmental involvement in arts management

#### **4. Course Requirements, Expectations, and Policies**

The following outlines the requirements, expectations, and policies of this course.

##### **4a. Attendance and participation policy**

Attending and engaging in discussions are critical to your success in this course. Please plan to attend all classes and be prepared to discuss the assigned readings, as detailed in this syllabus. Occasional emergencies may occur. It is your responsibility to contact me if you miss class due to an emergency.

##### **4b. Statement on APA Guidelines:**

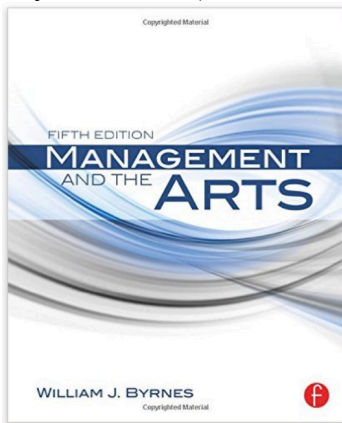
Students are expected to have a high degree of familiarity with the APA manual (or appropriate alternative citation method) and its requirements. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*.

If you are unclear of what plagiarism is or the consequences, please contact me and I will provide additional resources.

##### **4c. Course Materials**

###### **Required Texts**

Byrnes, W. J. (2014, 5<sup>th</sup> edition). *Management and the Arts*. Oxford: Elsevier Inc.



###### **Recommended Text**

American Psychological Association. (2010) *Publication Manual*, 6<sup>th</sup> edition.

###### **Additional Materials, Equipment or Skills**

Articles, blogs, or videos are noted in the course schedule but may be supplemented by announcements on Blackboard.

**4d. Assessments and Assignments**

You have the opportunity to earn 1,000 points in this course. They are available as follows:

Class engagement and exercises (Throughout) 150 points (or 15%)

Tests (3 @ 150 pts. or 15%, each; 5/16, 5/19; 5/25) 400 points (or 45%)

Organization project (5/26) 150 points (or 15%)

Organization presentation (5/26) 250 points (or 25%)

*This is may be adjusted to reflect the size of the class once enrollment is set. I will email all enrolled students if this changes.*

Rubrics are provided at the end of this syllabus and describe how points are allocated and will be awarded.

No late submissions and no special pleading. I will always review questions and I am always willing to hear about problems, but it is unfair to the rest of this class if those who complain get better grades. Tell me about problems, but any changes will be for the entire class or for next year.

Final grades will be assigned as follows:

A 930 – 1000 points (93-100%)

A- 900 – 929.9 points (90-92.9%)

B+ 870 – 899.9 points (87-89.9%)

B 830 – 869.9 points (83-86.9%)

B- 800 – 829 points (80-82.9%)

C 700 – 799.9 points (70-79.9%)

D 650 – 699.9 points (65-69.9%)

F 640 points or less (64% & below)

Grades will follow SMU standards. A grade of “I” (Incomplete) is rarely permitted and will only happen for extreme, verifiable reasons.

## 5. SMU Course Policies

### Academic Honesty and Misconduct

You are bound by the Honor Code and the SMU Student Code of Conduct.

For complete details, see: [http://smu.edu/studentlife/studenthandbook/PCL\\_05\\_HC.asp](http://smu.edu/studentlife/studenthandbook/PCL_05_HC.asp)

**Disability Accommodations:** Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/alec/dass> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

**Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

**Excused Absences for University Extracurricular Activities:** Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

**Computers/Electronic Devices:** Computers are welcome in class but must be used appropriately. Inappropriate use of computers, tablets, or cell phones in class (i.e. surfing the web, listening to music or checking email during class) is considered disrespectful and distracting to classmates and the instructor. Students are not to work on other class material during this class time. You will have breaks in which you may conduct personal business.

**In-Class Conduct:** Turn off (or set to vibrate) all cell phones or pagers. If you must take or make a call during class time, please leave the room before speaking. Walking into class late is disruptive as is leaving early. If you have to arrive late or leave early, discuss this matter with the instructor. If you must leave, do so quietly.

**6. Preliminary Schedule of Classes, Events and Assignments**

<b>Date</b>	<b>Topic</b>	<b>Required Readings</b>	<b>Written assignments</b>
12-May	Overview & Evolving role of arts managers	Chps. 1 & 2	
13-May	Management history and practice & Adaptive arts organizations	Chps. 3 & 4	
16-May	Test #1 (Chps. 1-4) Planning and the arts & Organization and the arts	Chps. 5 & 6	Test #1 (Chps. 1-4)
17-May	Human resources and the arts, Leadership in the arts	Chps. 7 & 8	
18-May	Mid-term review, Management, Leadership, and Entrepreneurship	Colbert, F. (2003). Entrepreneurship and leadership in marketing the arts. <i>International Journal of Arts Management</i> (6;1), pp. 30-39, <a href="http://www.jstor.org/stable/41064806">http://www.jstor.org/stable/41064806</a> . Inglis, L. Cray, D. (2011). Leadership in Australian arts organisations: A shared experience? <i>Third Sector Review</i> (17;2), pp. 107-130.	
19-May	Test #2 (Chps. 5-8) Controls, operations and Budgeting	Chp. 9	Test #2 (Chps. 5-8)
20-May	Economics & Financial Management	Chp. 10	
23-May	Test #3 Marketing	Chp. 11	Test #3 (Chps. 9-10)
24-May	Fundraising & Integrating Management Styles & Theories	Chp. 12 & 13	
25-May	Test #4 Career Options & Preparing for the job market	Chps. 14	Test #4 (Chps. 9-13)
26-May	Final organization presentations, Course wrap-up		Organization project and presentations due.

This is the proposed schedule but is subject to change at the discretion of the instructor.

## 7. How to Prepare for This Course

### 7a. How to Study

- (1) Come to class prepared. This means that you need to complete all reading in advance of the start of class. Review the vocabulary and key concepts. Take the time to think about the identified topic for the day, summarize key points made by the author(s) in the assigned readings, identify what remains unclear, and note where you have additional questions. Be critical. What are the opportunities for improving the information or findings. If you need additional suggestions on how to approach this, please contact me. If advance preparation is not evident, I may rely on quizzes to assess preparation.
- (2) Participation contributes to your grade. I seek to provide a supportive environment that is open for respectful discussion and debate. Regular, substantive contributions to discussions throughout each class and the semester are necessary. If you are quiet or reluctant to join discussions, please send me an email. We can discuss ways to make the discussions more comfortable.

### 7b. Bibliography

## 8. Appendix

### 8a. Other Books and Reserve Readings

None at this time. Any changes will be announced in class.

### 8b. Web Sites

### 8c. Assignment Descriptions

#### Engagement:

Your engagement in this course and with the material is an important part of your learning experience. A grade for “engagement” is included, counting as 15% of your final grade. Your contributions will be measured in several ways. First, by the common practice of awarding points for your participation in class discussions. **Presence in the classroom does not constitute engagement.** Further, it is your responsibility to work as a unit to discuss the readings and/or cases, to encourage one another, challenge one another, and to generate insightful and meaningful dialogue. Participation is a benefit to all members of the class. Failing to prepare for class diminishes the learning opportunities for the entire class.

#### Tests:

In class: 5/16, 5/19, and 5/25 3 @ 150 pts. or 15%, each  
Each test will consist of multiple choice, fill in the blank, short-answer, and questions that require longer responses. Be prepared to write more on “key words”, as identified in each chapter of Byrnes, or concepts for which you will be asked to provide a summary and explain the relevance for contemporary arts managers. You may also be presented with questions in which you will be provided information and asked to apply what you learned from the book and classes to a situation, scenario, or case. The precise composition (how many, what type, and # of points) will be presented no later than the class prior to each test.

**Organization Research Project and Group Presentation:**

Due: 5/26, 450 points (or 45%)

Students will be divided into groups. Each group will choose an actual arts organization to study during the course. As part of the project you will report the following:

1. overview of organization including mission statement, management history and organizational chart, board organization, and choice of venue/geographical location;
2. budget and financial position of the organization;
3. marketing/fundraising plan and production/event calendar;
4. and any current issues within the organization (publicly known) or in the operating environment that must be incorporated in management plans and strategy.

Students will take individual responsibility for specific areas within the project and prepare a brief, written summary of their research and findings. This will be worth 15% of your total grade. The group will then present a unified and cohesive presentation to the class during our final class meeting. This will be worth 25% of your final grade.

**8e. Grading Rubrics****Participation/Discussion**

	<b>Absent (0-59% or 0-89 pts.)</b>	<b>Beginning (60-69% or 90-104 pts.)</b>	<b>Developing (70-79% or 105-119 pts.)</b>	<b>Accomplished (80-89% or 120-134 pts.)</b>	<b>Exemplary (90- 100% or 135-150 pts.)</b>
Engagement	Misses classes. Makes limited contributions to the discussion. Points raised are frequently off subject. Does not demonstrate that readings were prepared for discussion.	Arrives late for classes. Makes limited contributions to the discussion. Points raised are limited only to the readings or are off subject.	Attends classes but is not always prepared for discussion. May not root contributions in the topic of the day; goes off-track. Does not seek to foster an inclusive discussion, does not respond to comments from other students.	Attends classes and is prepared. Roots contributions in the topic of the day; remains on-track. Occasionally brings in outside experiences and reading as it pertains to the topic. Fosters an inclusive discussion but engaging with other students.	Attends all classes. Regularly engages in the discussion with thoughtful contributions. Routinely brings in outside experience and reading as it pertains to the topic. Includes others in the discussion, contributing to a richer learning experience for all.
SLO 1: Students will be able to select, organize and use appropriate evidence or information to suit a specific or targeted audience.	Student exhibits no ability to select, organize, and use appropriate evidence for a targeted audience.	Student selected, organized, and used limited appropriate evidence for a targeted audience.	Student selected, organized, and used basic evidence appropriate for a targeted audience.	Student selected, organized, and used advanced evidence for a targeted audience.	Student selected, organized, and used superior evidence for a targeted audience.

**Quizzes** – Objective and calculated on points per question (based on type) and as detailed in advance and noted on the test. Long answers and essays will be assessed with adaptation of the following rubric – understanding that the writing will be done in a defined period of time and with a fewer number of words as output. Longer answers will be assessed with the following rubric.

	<b>Absent (0-59%)</b>	<b>Beginning (60-69% )</b>	<b>Developing (70-79%)</b>	<b>Accomplished (80-89%)</b>	<b>Exemplary (90-100%)</b>
<b>Through multiple opportunities supervised and/or directed by a professor, students will demonstrate proper use of language through completion of purposeful writing appropriate for a specific or targeted audience.</b>	Student demonstrates no ability to cohesively state and defend a thesis, organize paragraphs, craft sentences with attention to audience, purpose, tone, and diction, or demonstrate proper use of English grammar and diction for a specific or targeted audience.	Student demonstrates a limited ability to properly use language for a specific or targeted audience.	Student demonstrates a developing ability to cohesively state and defend a thesis, organize paragraphs, craft sentences with attention to audience, purpose, tone, and diction, or demonstrate proper use of English grammar and diction for a specific or targeted audience.	Student can cohesively state and defend a thesis, organize paragraphs, craft sentences with attention to audience, purpose, tone, and diction, or demonstrate proper use of English grammar and diction for a specific or targeted audience.	Student can critically and effectively craft and cohesively state and defend a thesis, organize paragraphs, craft sentences with attention to audience, purpose, tone, and diction, or demonstrate proper use of English grammar and diction for a specific or targeted audience.



**Arts Organization Project (Written) (150 points)**

	Absent (0-59% or 0-88 pts.)	Beginning (60-69% or 89-103 pts.)	Developing (70-79% or 104-118 pts.)	Accomplished (80-89% or 119- 133 pts.)	Exemplary (90-100% or 134-150 pts.)
Introduction 30 pts.	Writer fails to introduce reader to the material to be reviewed <b>AND</b> its relevance to the organization. (0-17 pts.)	Writer fails to orient reader to the material to be reviewed <b>OR</b> the writer fails to contextualize the subject as valuable to the organization (18-20 pts.)	Introduction is stated, the problem is offered but writer fails to identify significance <b>OR</b> offers insufficient detail for reader to understand significance for the organization (21-24 pts.)	Material to be covered framed so the reader understands the significance to the organization and begins to contextualize more broadly within the field of arts management. (25-26 pts.)	Material to be covered is clearly identified and framed so the reader understands the significance to the organization and the broader study of arts management. (27-30 pts.)
Body 40 pts.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. No application of theory, lacks depth, lacks evidence of complex reasoning. (0-23 pts.)	Information supports a central purpose or argument <b>at times</b> . Analysis is basic or general with no evidence of depth and complex reasoning present. (24-27 pts.)	Information supports a central purpose or argument. Analysis is basic or general, but some evidence of depth and complex reasoning is present. (28-31 pts.)	Information provides reasonable support for central purpose or argument and displays evidence of a basic analysis of a significant issue or concept. Shows some depth of analysis. (32-35pts.)	Balanced presentation of relevant and legitimate information that clearly supports the central purpose or argument. Shows a significant level of thoughtful, in-depth analysis of the issues and concepts. Demonstrates understanding of relevant theoretical issues. (36-40 pts.)
Conclusion 40 pts.	The writer fails to offer a course of action and possible solutions. Recommendations and stance are absent <b>OR</b> inconsistent in throughout. (0-23 pts.)	The writer fails to offer a course of action and /or possible solutions. Recommendations and stance are present but are inconsistent throughout. (24-27 pts.)	Writer offers some limited suggestions for course of action or possible solutions. There may be lapses in consistency with evidence presented. (28-31 pts.)	Writer offers suggestions for course of action and possible solutions that are generally consistent with stance and supported by background information and evidence. (32-35)	Writer offers suggestions for a clear course of action and possible solutions that are consistent with stance and supported by background information and evidence. The writer offers a completed argument for the position taken. (36-40 pts.)

Organization, Spelling, Grammar, Formatting 30 pts.	Errors in grammar and format that present significant barriers to understanding authors meaning. (0-17 pts.)	Errors in grammar and /or format that present limited barriers to understanding authors meaning. (18-20 pts.)	Some errors in grammar and/or format that do not interfere with communication. (21-24 pts.)	Few errors in grammar or relative to length and complexity. Paper is organized and easy to follow. (25-26 pts.)	Writing is free from almost all errors. Paper is organized and tightly written to communicate substantial material in a concise space (27-30 pts.)
Quality and use of references 10 pts.	There are virtually no sources that are academically or professionally reliable and author may have included various unofficial websites. References are seldom used to support statements in paper. (0-5 pts.)	There are few academically or professionally reliable and author may have included unofficial websites. The reader doubts the accuracy of the material presented. Authors uses a limited number of citations to support statements made throughout the paper. (6 pts.)	Most of the references are from reliable sources but not from those that are academic and peer-reviewed. The reader is left looking for deeper and more substantive evidence of the claims. Attributions are occasionally given to claims made in paper. (7 pts.)	Although most of the references are from academically legitimate sources, a few are questionable. The reliability of some sources is uncertain. Attribution/citation is mostly clear. (8 pts.)	References are from academically legitimate sources. The reader is confident that the information can be trusted. Compelling evidence from legitimate sources is given to support claims. Attribution is clear and fairly represented. (9-10 pts.)
<b>Through multiple opportunities supervised and/or directed by a professor, an editor or other authority, students will demonstrate proper use of language through completion of a substantial amount of purposeful writing appropriate for a specific or targeted audience.</b>	Student demonstrates no ability to cohesively state and defend a thesis, organize paragraphs, craft sentences with attention to audience, purpose, tone, and diction, or demonstrate proper use of English grammar and diction for a specific or targeted audience.	Student demonstrates a limited ability to properly use language for a specific or targeted audience.	Student demonstrates a developing ability to cohesively state and defend a thesis, organize paragraphs, craft sentences with attention to audience, purpose, tone, and diction, or demonstrate proper use of English grammar and diction for a specific or targeted audience.	Student can cohesively state and defend a thesis, organize paragraphs, craft sentences with attention to audience, purpose, tone, and diction, or demonstrate proper use of English grammar and diction for a specific or targeted audience.	Student can critically and effectively craft and cohesively state and defend a thesis, organize paragraphs, craft sentences with attention to audience, purpose, tone, and diction, or demonstrate proper use of English grammar and diction for a specific or targeted audience.

**Arts Organization Research Presentation (250 points)**  
**Policy Presentation (100 points)**

	Absent (0-59% or 0-149 pts.)	Beginning (60-69% or 150-174 pts.)	Developing (70-79% or 175 - 199 pts.)	Accomplished (80-89% or 200-224 pts.)	Exemplary (90- 100% or 225-250 pts.)
Students will be able to identify the types of interactions and influences that arise between or among individuals, institutions, and cultures that shape economic, political and social experiences.	Student is not able to identify the types of interactions and influences that arise between or among individuals, institutions, and cultures that shape economic, political and social experiences. (0-25 pts.)	Student shows minimal ability to identify a few interactions and influences that arise between or among individuals, institutions, and cultures that shape economic, political and social experiences. (26-34 pts.)	Student identifies basic interactions and influences that arise between or among individuals, institutions, and cultures that shape economic, political and social experiences. (35-39 pts.)	Student identifies advanced interactions and influences that arise between or among individuals, institutions, and cultures that shape economic, political and social experiences. (40-44 pts.)	Student identifies superior interactions and influences that arise between or among individuals, institutions, and cultures that shape economic, political and social experiences. (45-50 pts.)
Students will be able to summarize basic empirical phenomena in the study of individuals, institutions, and cultures that shape economic, political and social experiences.	Student is unable to articulate a basic summary of the empirical phenomena in the study of individuals, institutions, and cultures that shape economic, political and social experiences. (0-25 pts.)	Student summary lacks a clear understanding of the empirical phenomena in the study of individuals, institutions, and cultures that shape economic, political and social experiences. (26-34 pts.)	Student provides an acceptable summary of basic empirical phenomena in the study of individuals, institutions, and cultures that shape economic, political and social experiences. (35-39 pts.)	Student provides an informed summary of basic empirical phenomena in the study of individuals, institutions, and cultures that shape economic, political and social experiences. (40-44 pts.)	Student provides a superior synthesis of empirical phenomena in the study of individuals, institutions, and cultures that shape economic, political and social experiences. (45-50 pts.)
Students will be able to select, organize and use appropriate evidence or information to suit a specific or targeted audience. 50 pts.	Student exhibits no ability to select, organize, and use appropriate evidence for a targeted audience. (0-25 pts.)	Student selected, organized, and used limited appropriate evidence for a targeted audience. (26-34 pts.)	Student selected, organized, and used basic evidence appropriate for a targeted audience. (35-39 pts.)	Student selected, organized, and used advanced evidence for a targeted audience. (40-44 pts.)	Student selected, organized, and used superior evidence for a targeted audience. (45-50 pts.)
Students will be able to use appropriate vocal and visual cues to deliver a presentation to a specific or targeted audience. 50 pts.	The verbal message and visual cues are not suited to the target audience. (0-25 pts.)	The verbal message and visual cues are somewhat suited to the intended target audience. (26-34 pts.)	The verbal message and visual cues suit the targeted audience and purpose somewhat appropriately. (35-39 pts.)	The verbal message and visual cues are designed to suit the targeted audience and purpose. (40-44 pts.)	The verbal message and visual cues are effectively designed and clearly suits the targeted audience and purpose. (45-50 pts.)

Teamwork	Extremely limited or no evidence that the individual worked as a team member - making contributions to the project, managing time, displaying a positive attitude, and supporting high quality of work. (0-25 pts.)	Limited evidence that the individual worked as a team member - making contributions to the project, managing time, displaying a positive attitude, and supporting high quality of work. (26-34 pts.)	Some evidence that the individual worked as a team member - making contributions to the project, managing time, displaying a positive attitude, and supporting high quality of work. (35-39 pts.)	Sufficient evidence that the individual worked as a team member - making contributions to the project, managing time, displaying a positive attitude, and supporting high quality of work. (40-44 pts.)	Overwhelming evidence that the individual worked as a team member - making contributions to the project, managing time, displaying a positive attitude, and supporting high quality of work. (45-50 pts.)
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