

## ARTS ADMINISTRATION

**Course Call Number:** [Click here to enter text.](#)

**Course Title:** Arts Advocacy and Community Engagement

**Term & Year:** [Click here to enter text.](#)

**Instructor:** [Click here to enter text.](#)

**Office Location:** [Click here to enter text.](#)

**University Email Address:** [Click here to enter text.](#)

**Phone Number:** [Click here to enter text.](#)

**Office Hours:** [Click here to enter text.](#)

### COURSE INFORMATION

#### Course Location and Time

[Click here to enter text.](#)

#### Description and Prerequisites

This course is an overview of advocacy and community engagement as practiced by the arts manager, artist, and educator. Students will learn to identify the need for community engagement and successful techniques to implement outreach. Other topics will include arts education, community partnerships, and accessibility. Students will be exposed to guest speakers from active advocacy organizations and government agencies. Students will participate in National Arts Advocacy Day activities or other local, state, and federal arts/community engagement events.

#### Textbooks and Required Materials

- Borwick, Doug. (2012). *Building Communities, Not Audiences*. Winston-Salem, NC: ArtsEngaged.
- Americans for the Arts ARTSblog
- Online readings as assigned

#### Technology Requirements

**COURSE OUTCOME & OBJECTIVES**

Program Outcomes	Course Objectives
<p>Demonstrate advanced knowledge of the history, structure and institutional behavior of arts organizations in the nonprofit, public and private sectors in the U.S. and, in a global context, including international cultural policy.</p>	<ul style="list-style-type: none"> <li>• Gain a full understanding of what defines a community.</li> <li>• Learn the role of local, state, and federal government arts councils.</li> <li>• Understand the role and structure of schools and arts associations.</li> <li>• Gain insight into policy and contemporary issues facing arts organizations.</li> <li>• Understand the intrinsic and instrumental benefits of the arts.</li> <li>• Acquire effective advocacy and community engagement best practices.</li> <li>• Use technology effectively to aid in advocacy efforts.</li> </ul>
<p>Demonstrate proficiency with a sophisticated skill set emphasizing best practices with regard to: fundraising and financial management; setting goals in a mission driven (as well as a revenue driven) organization; understanding the important legal issues inherent in managing (either) performing or visual arts organizations; marketing within arts organizations; and engaging communities with the arts.</p>	
<p>Demonstrate competence sufficient to successfully obtain a position in the field of arts administration and/or nonprofit management.</p>	

**CLASS SCHEDULE**

Week	Date	Topics and Assignments	Assessments
1		<p>Course Introduction</p> <ul style="list-style-type: none"> <li>• Review Syllabus &amp; Course Expectations</li> <li>• Review Key Arts Management Terms, Americans for the Arts, Arts Advocacy Day</li> </ul>	
2		<p>Identifying Community</p>	<ul style="list-style-type: none"> <li>• <i>Assignment: What does community mean to you? (1 page min.)</i></li> <li>• Reading: Introduction &amp; Chapters 1-3, pp. 12-36 (Borwick)</li> <li>• Chapter 9: Cultural Mapping, pp. 146-156 (Borwick)</li> </ul>
3		<p>Role of Government, Arts Funding &amp; Arts Impact on the Economy</p>	<p>Readings (located on course website)</p> <ul style="list-style-type: none"> <li>• How the U.S. Funds the Arts (NEA)</li> <li>• Advocacy by Arts Organizations: Tax Laws and Lobbying (NASAA)</li> <li>• Advocacy Toolkit for Individuals (AFTA)</li> </ul>
4		<p>The Different Types of Advocacy</p>	

5		Arts Commissions & Councils Guest Speaker (arts council administrator)	<i>Infographic Due</i>
6		Arts Associations Guest Speaker (arts association administrator)	Reading (on course website): National Arts Associations (NASAA)
7		Arts Education	Reading (on course website): Arts Education Navigator Series eBook #1 & 2 (AFTA)
8		Making the Case	Review Arts Advocacy Day Policy Briefs (AFTA) <i>Video PSA due</i>
9		Arts Advocacy Day	View YouTube link to Nancy Hanks Lecture on Arts and Public Policy
10		Community Engagement Practices & Partnerships	Reading: Chapters 5-7, pp. 92-129 (Borwick)
11		Accessibility & Diversity Guest Speaker	Reading: Selected Case Studies from Chapters 14-20 (Borwick) <i>Assignment: Arts Advocacy Paper due</i>
12		Shifting Models & Looking Toward the Future	Reading: The Future of the Arts in the U.S., pp. 329-355 (Borwick)
13		Community Engagement Plan/Arts Advocacy Campaign Presentations	
14		Community Engagement Plan/Arts Advocacy Campaign Presentations	
15		Final Exam	Final Exam

**ASSIGNMENT & ASSESSMENTS**

Assessment	Weight
Participation & ARTSblog Reading Leaders	20
Infographic	15
Video Public Service Announcement	20
Arts Advocacy Day Participation & Paper	20
Community Engagement Plan OR Arts Advocacy Campaign & Presentation	25
<b>Total</b>	<b>100 points</b>

**INSTRUCTOR POLICIES**

**Class Participation**

(Sample text)

I expect you to attend every class. You are responsible for completing all of the required assignments. I expect all students to participate in class discussions, contributing ideas and perspectives on topics or

---

art. All your work should incorporate aspects or issues addressed in class in relation to your personal or professional interests.

You are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that everyone has an opportunity to gain from time spent in class, unless otherwise approved by the instructor, you are prohibited from using cellular phones or beepers, checking your email or surfing the internet, updating your social networking sites, eating or drinking in class, making offensive remarks, reading newspapers or magazines, sleeping or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in, minimally, a request to leave class, which will be counted as an unexcused absence

### **Attendance Policy**

(Sample text)

- After three absences your entire final grade will drop one letter grade per additional absence.
- If you miss more than six class meetings, you will fail the course.
- Two tardies, leaving early, excessive breaks will count as one absence.  
Any student that misses more than 5 classes for either personal or medical reasons will be encouraged to drop the course.
- If you miss role call, it is your responsibility to see that the record is corrected from an absence to a tardy if you are late.
- If you miss a class please ask another classmate for information on the material we covered that day. If your absence is excused by the instructor (documented medical or documented emergency), please make an appointment to review missed material.
- Missing a critique day will lower your letter grade for the semester by one.

### **Late Work/Make-Up Work Policy**

(Sample text)

Students may write a 2-page précis on the day's assigned readings in order to make up for discussions missed due to absences, but only for the first three absences. NO extra credit will be given to make up for excess absences.

Late work may be subject to a penalty of 10% deducted from the assignment's value per day the work is late, unless the student provides proof of an acceptable mitigating circumstance: serious illness, death of a family member, or other circumstance if approved by the instructor.

### **Grading**

(Sample text)

A = Excellent (100-90%)

B = Above Average (89-80%)

C = Average (79-70%)

D = Inferior (69-60%) [passing but not necessarily satisfying degree requirements]

F = Failure (59% or below)

---

**UNIVERSITY & DEPARTMENT POLICIES**

**Academic Integrity**

**Accommodations/Disabilities**

**Library Support**

**Course Content and Schedule Changes**

**Incomplete Grade Policy**

**STUDENT RESOURCES**

**Document Formatting**

(Sample text)

All written materials and assignments must be typewritten or word-processed utilizing the following format. NO handwritten papers will be accepted.

- 1-inch margins
- Times New Roman, size 12
- Double spaced
- Heading: your full name, the date, and the assignment title at the top of the first page
- Correct use of citations, if applicable
- Included illustrations, if any, must be located at the end of the document (not in line with text), accompanied by correct citations, and DO NOT count towards total page length of the assignment.

**Discussion Guidelines**

(Sample text)

1. Comments should address the idea under discussion, not the person who proposed the idea.
  2. Whether discussing a work of art, idea, or other topic, every evaluative statement should be accompanied by a rationale.  
“\_\_\_\_\_ [specific aspect] was \_\_\_\_\_ [good/bad/other value judgment] because \_\_\_\_\_ [rationale or criterion].”
  3. Use disciplinary-specific vocabulary whenever possible.
  4. If commenting on a fellow student’s paper or presentation, lead with a positive statement before offering a negative criticism. “I liked \_\_\_ because \_\_\_, but I don’t think that your \_\_\_\_\_ was as successful because \_\_\_\_\_.”
-

---

Discussion is among the most important activities in any class, so your attention should remain undivided. Absolutely, positively no cell phones or other electronic devices may be used during class. Electronics must be powered off, unless you have a unique personal reason for which you have received prior approval by the instructor.

### Web Links

### Bibliography or Recommended Readings

Additional readings will be provided on the course website

---

### Attachments-1

#### Written directions for assignments

- **Participation & ARTSblog Reading Leaders** (20% of Grade): All students are required to read weekly blogs and participate in class discussions. On your assigned week, it is your responsibility to lead a discussion about the previous week's ARTSblogs and ask the class a minimum of three questions. Discussion must be a minimum of 15 minutes.
  - **Infographic** (15% of Grade): You will create an infographic that demonstrates the benefits of the arts from the perspective of the arts manager, artist, or educator.
  - **Video Public Service Announcement (PSA)** (20% of Grade): You will work with a partner to script, storyboard, and produce an arts PSA.
  - **Arts Advocacy Day Participation & Paper** (20% of Grade): You will view the Nancy Hanks Lecture on Arts and Public Policy and write a 5-7 page paper summarizing the lecture, its strengths and weaknesses, and your reaction. This lecture is available on the Americans for the Arts YouTube channel. <http://www.youtube.com/user/americansforthearts>
  - **Community Engagement Plan OR Arts Advocacy Campaign & Presentation** (25% of Grade): You may choose to draft either a comprehensive Community Engagement Plan or Arts Advocacy Campaign as your final project. You will give a 15-minute presentation on your plan or campaign on your assigned presentation date.
-

**Attachments-2**

**Grading Rubrics for Assignments**

(Sample text)

**Written Assignment Rubric**

	5 excellent	4 good	3 satisfactory	2 unsatisfactory	1 very poor	0
Text adequately addresses assigned question or topic						
Use of additional resources						
Use of proper English/overall quality of writing						
Meets due date						
Correct format						
Length meets assignment specifications						

Total Points = \_\_\_\_ / 30