

## School of Planning, Public Policy and Management



University of Oregon  
School of Planning, Public Policy and Management

### **PPPM 670 Cultural Administration** (formerly AAD 612)

**Professor Patricia Dewey Lambert**

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**Office Hours: Thursdays 12:00 noon to 2:00 pm and by appointment. A sign-up sheet for office hours appointments is located on my office door.**

#### **Course Information**

This is a four (4) credit course.

Class location: Hendricks Hall 100 (conference room)

Class time: Thursdays 4:00 to 6:50 pm

#### **Course Description**

This course is designed to serve as your “capstone” course for the PPPM Graduate Certificate in Arts Management. Therefore, it is advised that you complete the other three required core courses prior to enrolling in Cultural Administration. The objectives of this course are fourfold:

- (1) to provide a synthesis of course material you’ve already completed, filling in “gaps” as needed, and applying key concepts and theories to specific case studies in the arts and culture sector;
- (2) to develop your general expertise in arts and cultural sector executive leadership;
- (3) to offer a framework for you to develop a specific theoretical/conceptual area of expertise relevant to your academic/career goals;
- (4) to present a well-structured approach to develop your career pathway plans and initial job search strategy throughout your final year of graduate school.

The main focus of this course is on developing your highly individualized academic interests and career aspirations. The two major assignments that you will develop throughout the term will support these learning objectives.

This advanced graduate-level course draws primarily on readings from two leading textbooks in the field of Arts Management to frame in-class discussion topics and case study analyses. You will be expected to read extensively in an additional research topic of interest to you. This course consists of open-discussion lectures (standard lecture format but with students encouraged to interrupt and ask questions), class

discussion of the assigned readings, and other in-class learning activities. Special attention will be focused on developing your critical thinking and analytical capacities specifically as they support the arts and culture sector. You will be expected to complete all assigned readings prior to each class session and to actively participate in class discussions. Written assignments and class presentations should be prepared with attention to descriptive/factual content as well as to analytical clarity and professional presentation.

### **Learning Outcomes**

By completing this course, you will be able to:

- Identify and explain the scope of the professional field of cultural administration;
- Synthesize across the graduate-level coursework you have already taken, applying key concepts, theories, and ideas to the praxis of cultural administration;
- Articulate the foundations of arts leadership and the primary functional areas involved in the management of arts and culture organizations;
- Demonstrate understanding of major concepts and theories in the academic field of arts management;
- Demonstrate graduate-level writing and presentation skills in completing a thorough literature review paper on a research topic of interest, structured as an academic journal article;
- Clearly articulate your career(s) of interest and your professional development strategy through preparation of a thorough Career Planning Portfolio.

### **Course Website and Email**

The course website is located on the University of Oregon's Learning Management System (LMS), Canvas. You can find it at <https://canvas.uoregon.edu>. The class syllabus, announcements and other materials will be posted there. Please check it frequently for updates.

I try to keep everyone well informed and I post assignment reminders for this course on the Canvas site set up for this course. I will respond to your email questions and correspondence as quickly as I am able (usually within 48 hours) during the workweek. I generally do not respond to email messages on the weekend. Please be mindful that email is business correspondence, and please respect my time by not sending me a question that you could easily find an answer to by yourself or by asking a classmate.

### **Classroom Environment**

In order to create a classroom in which students are comfortable expressing their opinions and perspectives, I ask that students please approach the readings and others' contributions with both an open mind and a willingness to question one's own assumptions and biases.

### **Professional Practice**

Students are expected to behave in a professional manner at all times.

- Students should treat each other and the instructor with the professional courtesy and respect expected in a workplace.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- The classroom is a place of focused learning. This requires that students arrive on time, stay until the end of the class period, do not disrupt the class by leaving the room temporarily, and refrain from non-learning activities. Students who fail to adhere to these guidelines will be asked to leave for the remainder of the class session.
- I expect all course assignments to be typewritten.

## **Writing Lab**

This is a writing intensive course. If you struggle with writing, I strongly encourage you to use the services of the Writing Lab: The Writing Lab begins week two of the term and closes at 5:00 pm the Wednesday of finals week. Free tutors are available. Upper-division and graduate student tutors are available on a drop-in basis or by appointment. (You must go to the writing lab to schedule your appointment.) 9:00am – 5:00pm, Monday – Friday, 72 PLC (Prince Lucien Campbell).

## **Plagiarism and Academic Misconduct**

You are expected at all times to do your own work. Copying content from other students or and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. For example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: [www.libweb.uoregon.edu/guides/plagiarism/students](http://www.libweb.uoregon.edu/guides/plagiarism/students).

## **Documented Disabilities**

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or [uoac@uoregon.edu](mailto:uoac@uoregon.edu).

## **Sexual Violence, Harassment and Survivor Support**

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at [safe.uoregon.edu](http://safe.uoregon.edu).

## **Inclusion Statement**

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.

- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Course content, class discussions, projects and activities, and assignments for this class rest on an assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, gender identity or expression and other considerations) both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences. If you believe you have been the target of or a witness to harassment, bias, or discrimination, you may report this (anonymously, if desired) to the Bias Response Team at <http://bias.uoregon.edu> or [brt@uoregon.edu](mailto:brt@uoregon.edu)

## General Course Information

### General Requirements and Information

This course is a core requirement of the PPPM Graduate Certificate in Arts Management. UO graduate students may also enroll as an elective course within the PPPM Arts & Cultural Leadership field of interest. If you are not completing this course as the fourth (final) core requirement for the GCAM, please speak with me as soon as possible so that we can modify the course assignments to address your individual academic goals.

### Grading Policy

If you are concerned about something pertaining to the course in general (or anything else), feel free to visit me during office hours or make an appointment to speak with me. If you have a specific concern about the way a paper or a particular answer on an exam was graded, here is the policy on how to respond: (1) You must wait 24 hours before responding; then (2) briefly outline your concerns in writing (i.e., explain why you think the grade is incorrect), and submit this and your exam to me for reconsideration. I will get back to you with my response, also in writing, as soon as possible. Please do not hesitate to do this; you have every right to look out for your own interests!

A grading rubric will be disseminated to the class. Please remember that it is easy to keep track of your grades, assignments, and other important information on the *Canvas* site set up for this class

### Grading Scale

A	A = 94-100	A- = 90-93	
B	B+ = 87-89	B = 84-86	B- = 80-83
C	C+ = 77-79	C = 74-76	C- = 70-73
D	D+ = 67-69	D = 64-66	D- = 60-63
F	F = 59 and below.		

For P/NP students: Please note that graduate students must achieve 80% to receive a “P” for this course.

## Incomplete Policy

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.” See <https://registrar.uoregon.edu/current-students/incomplete-policy>

## Specific Course Requirements

The final grade will be determined by successful completion of course requirements as indicated below. Further details and guidelines for all requirements will be provided in class and will be made available on *Canvas*. **Please note that no late papers will be accepted**, except for university-approved extenuating circumstances.

Please refer carefully to the very detailed assignment guidelines that I provide for everything you will submit to me for evaluation in this course. Unless otherwise specified, all papers should be submitted in 12-point Times New Roman font, double spaced, and with 1-inch margins. Please adhere to page length specifications.

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## Course Requirements

*Please see the assignment guidelines!*

<b>Assignment 1: Your Synthesis/Capstone Lit Review Paper</b>	61%
Conceptual Framework (P/NP) – 3%	
Research Paper Proposal Form (graded) – 5%	
Detailed Outline and Reference List (graded) – 5%	
Full Draft of the Paper (P/NP) – 10%	
Your Final Paper (graded) – 30%	
Your Final Paper Presentation, including class handout (graded) – 8%	
<b>Assignment 2: Your Career Planning Portfolio</b>	29%
Seven Arts Leadership Focus Papers (P/NP, 2% each) – 14%	
Complete Portfolio (graded) – 15%	
<b>Class Participation</b>	10%
Attendance at all class sessions, demonstrated preparation of required readings, and active and meaningful engagement in all class discussions.	

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## Course Materials

### Required Textbooks *(available online or at the UO Bookstore)*

Arts Extension Service. (2016). *Fundamentals of Arts Management*, 6<sup>th</sup> edition. Amherst, MA: University of Massachusetts Amherst, Arts Extension Service.

Byrnes, W. J. (2015). *Management and the Arts*, 5<sup>th</sup> edition. New York: Focal Press.

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## Course Schedule of Topics, Required Readings, and Assignments

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### **Week 1: Introduction to the Course**

**October 3**

*To do during Week 1:* Read all assigned readings for Week 1 and Week 2, and develop your initial conceptual framework schematic for your research topic. Schedule an individual meeting with Patricia to discuss your research topic in week 1, 2, or 3. Read through the Career Planning Portfolio assignment guidelines.

Students' and Instructor's Introductions  
Overview of the Course Structure and Content  
Discussion of Course Assignments and Requirements  
"Crash Course" on Relevant Library Research Methods – **Knight Library Room 267b, 5:30 – 6:50 pm**

#### **Assigned Introductory Readings:**

*Management and the Arts*

- Chapter 1: Arts Management Overview
- Chapter 2: The Evolving Role of Arts Managers
- Chapter 14: A Career in Arts Management

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### **Week 2: Arts Leadership in Your Community**

**October 10**

**DUE: Conceptual Framework for your research topic**

#### **Assigned Readings for Class 2 Discussion:**

*Fundamentals of Arts Management*

- Chapter 1: Community Organizing – Building Community through the Arts
- Chapter 2: Arts and the Economy: Fuel for the Creative Engine
- Chapter 3: Creative Placemaking
- Chapter 4: Cultural Advocacy
- Chapter 5: Arts and Cultural Policy

*To do:* Complete readings for Week 3 and work on the detailed proposal form for your final research paper topic. Write your first Arts Leadership Focus paper. Begin working on your Career Planning Portfolio Worksheets.

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### **Week 3: Arts Leadership and Management**

**October 17**

**DUE: Proposal Form for your Research Paper**

**DUE: Arts Leadership Focus Paper #1**

#### **Assigned Readings for Class 3 Discussion:**

*Management and the Arts*

- Chapter 3: Management History and Practice
- Chapter 4: The Adaptive Arts Organization
- Chapter 8: Leadership in the Arts
- Chapter 13: Integration of Managing and the Arts

*Fundamentals of Arts Management*

- Chapter 7: Board Development

*To do:* Complete readings for Week 4 and write your next Arts Leadership Focus paper. Collect/read books, chapters, reports, and academic articles on your research topic. Work on your Career Planning Portfolio Worksheets.

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**Week 4: Strategic Planning and Evaluation Methods  
for Arts and Culture Sector Leadership**  
**DUE: Arts Leadership Focus Paper #2**

**October 24**

**Assigned Readings for Class 4 Discussion:**

*Management and the Arts*

- Chapter 5: Planning and the Arts
- Chapter 7: Human Resources and the Arts

*Fundamentals of Arts Management*

- Chapter 6: Strategic Planning
- Chapter 11: Volunteers in the Arts
- Chapter 18: Program Evaluation: Looking for Results

*To do:* Complete readings for Week 5 and write your next Arts Leadership Focus paper.  
Collect and read books, chapters, reports, and academic articles on your research topic.  
Work on your Career Planning Portfolio Worksheets.

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**Week 5: Cultural Sector Economics and Financial Management Strategies**      **October 31**  
**DUE: Arts Leadership Focus Paper #3**

**Assigned Readings for Class 5 Discussion:**

*Management and the Arts*

- Chapter 9: Controls, Operations, and Budgeting
- Chapter 10: Economics and Financial Management

*Fundamentals of Arts Management*

- Chapter 12: Financial Management

*To do:* Complete readings for Week 6 and write your next Arts Leadership Focus paper.  
Read books, chapters, reports, and academic articles on your research topic.  
Develop your Detailed Research Paper Outline.  
Complete your Career Planning Portfolio Worksheets.

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**Week 6: Revenue Generation – Fundraising in the Arts**      **November 7**  
**DUE: Arts Leadership Focus Paper #4**  
**DUE: Detailed Research Paper Outline**

**Assigned Readings for Class 6 Discussion:**

*Management and the Arts*

- Chapter 12: Fundraising and Development

*Fundamentals of Arts Management*

- Chapter 8: The Art of Fundraising
- Chapter 9: Essentials of Proposal Writing
- Chapter 10: Online Fundraising

*To do:* Complete readings for Week 7 and write your next Arts Leadership Focus paper.  
Read books, chapters, reports, and academic articles on your research topic.  
Meet with Patricia to discuss development of your final research paper, based on your detailed outline.  
Work on your Career Planning Portfolio Forms.

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**Week 7: Revenue Generation – Marketing the Arts****November 14****DUE: Arts Leadership Focus Paper #5****Assigned Readings for Class 7 Discussion:***Management and the Arts*

Chapter 11: Marketing and the Arts

*Fundamentals of Arts Management*

Chapter 15: Marketing the Arts

*To do:* Complete readings for Week 8 and write your next Arts Leadership Focus paper.

Work on preparing your first full draft of your final research paper.

Work on your Career Planning Portfolio Forms.

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**Week 8: Leadership in Arts & Cultural Programming****November 21****DUE: Arts Leadership Focus Paper #6****Assigned Readings:***Fundamentals of Arts Management*

Chapter 14: Program Development

Chapter 16: Cultural Access: Extend the Complete Invitation

Chapter 17: Arts Education: Policy and Practice

*To do:* Write your next Arts Leadership Focus paper.

Prepare the first full draft of your final research paper for submission.

Complete your Career Planning Portfolio Forms, and begin to compile your full Portfolio.

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**Week 9: NO CLASS SESSION (Happy Thanksgiving!)****November 28***DUE by 12:00 noon on Wednesday, November 27***DUE: Arts Leadership Focus Paper #7****DUE: Full Draft of Your Final Research Paper***Please bring these to Patricia's office, Hendricks 108 (or slide them under her door, or leave them in her mailbox)*

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**Week 10: Student Presentations****December 5***Note: please retrieve your Arts Leadership Focus Paper #7 (your mailbox) on Wednesday, December 4, for inclusion in your Career Planning Portfolio that you submit on December 5.***DUE in Class 10:**

- **Powerpoint presentation on your term research paper for the class (see assignment guidelines).**
- **Handout to share with your classmates (see assignment guidelines).**
- **Your full Career Planning Portfolio.**

*To do after class in week 10:* revise your final research paper based on the feedback you receive on your full draft from Patricia, and from input received during your class presentation.

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**Your Final Research Paper is Due by 12:00 noon on the Monday of Exam Week****DUE: Monday, December 9, 2019****Please deliver your paper to Patricia in her office.***(You can also slide it under her office door or leave it for her in my faculty mailbox in Hendricks Hall.)*