ARTM 360-06 – Arts Entrepreneurship: Starting and Developing New Arts-Based Businesses & Organizations

Tuesdays & Thursdays 4pm-5:15pm
Simons Center 401

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COURSE DESCRIPTION:

In this practice-based course, students develop entrepreneurship skills and a value proposition necessary for guiding business planning for their arts-based venture.

PREREQUISITES: None required.

STUDENT LEARNING OUTCOMES (SLO): At the end of this course students will be able to:

Knowledge (assessed via in-class activities and Journal Entries)

1. Identify diverse frames and philosophies of arts entrepreneurship
2. Recognize their entrepreneurial mindset and personality
3. Distinguish between predictive and effectual approaches to arts entrepreneurship
4. Identify strategies for overcoming common challenges and barriers to arts entrepreneurship
5. Compare and contrast legal business and organizational structures in the arts and creative sector
6. Identify strategies for acquiring financial capital for arts-based ventures
7. Identify strategies for acquiring social capital in the arts and creative sector
8. Evaluate ideas for arts-based ventures

Practice Predictive Skills (assessed via projects, in-class activities and discussions)

1. Identify a common problem, unmet need and/or a market demand in the arts and creative sector
2. Consider multiple options and opportunities for solving a common problem, meeting an unmet need or satisfying a market demand in the arts and creative sector
3. Conduct research on a target market and/or stakeholder group
4. Create a value proposition for a target market and/or stakeholder group
5. Create a business model for their arts-based venture

Practice Effectual Skills (assessed via in-class activities and games) (Neck, Greene & Brush, 2014)

1. The Practice of Play (this aids students in developing a free and imaginative mind, allowing one to see a wealth of possibilities, a world of opportunities and a pathway to innovative ways of being entrepreneurial.)
2. The Practice of Empathy (this helps students relate to, know and understand the emotions of others)
3. The Practice of Creation (this helps students produce something new through imaginative skill)
4. The Practice of Experimentation (this helps students try something, see what the results are, learn from the results, and then try it again)
5. The Practice of Reflection (this helps students acquire and retain entrepreneurial knowledge that arises from entrepreneurship experience)

REQUIRED TEXTS:

Additional sources will be provided by instructor in the form of PDF’s.

**ASSESSMENTS & GRADE DISTRIBUTIONS**

40%: **Attendance and Participation**: Both regular attendance and engaged participation is mandatory. For each session attended, students will receive 1 point for attending, and 1 point for participating in class discussions and activities, for a total of 2 points each session. Quality participation both in and outside of class is a course requirement and will aid students in achieving the course learning objectives. As such, students should be prepared to participate in all course activities and contribute to all discussions. Final authority on what constitutes engaged participation will be determined by the professor.

20%: **Journal Entries**: Over the course of the semester, students will continuously reflect on class activities and assigned course readings and log new understandings through weekly journal entries. In addition to the assigned readings, students have the option of reading and reflecting on one additional chapter of their choice within the assigned textbook. In an effort to extend student learning, students may not reflect on the same chapter twice for journal credit.

In order to receive credit, journal entries should be posted to the OAKS discussion board and consist of **no less than 10 complete sentences** (see “The Complete Sentence.pdf” in OAKS). Discussion forums will open and close on days and times specified in the course calendar. Once a forum is closed, it will only be re-opened in the case of extreme circumstances.

*(example of the first five sentences…)* This week, I chose to read and reflect on Chapter 5 in order to get more information on how to recruit members of the community to serve on the board of directors of my emerging non-profit theatre company. Moreover, as a result of our discussion on social capital, I now understand how important social capital is to entrepreneurs. I’ve also been inspired by the case study for this week, and I’m working towards hosting a focus group session with visual artists within the Charleston community. The purpose of this session will be for me to get a better understanding of what visual artists in Charleston actually need, rather than me assuming that my emerging nonprofit mission will serve their needs. In doing so, I’ll be better prepared to create a relevant mission, vision and value statement that is more likely to be supported by the visual artists in the Charleston community.

20%: **Venture Task List** (assessed via a checklist) - Students will be required to complete 5 self-created entrepreneurship tasks over the last half of the semester. Completed tasks will be worth 1 point, for a total of **5 points possible**. Achievement of tasks will be evidenced through the use of accountability folders.

20%: **Journal Presentation** – Using journal entries as a guide, students will describe their entrepreneurship experience thus far through an oral powerpoint assisted presentation. In addition to new understandings, presentations will provide an overview of the beginning, middle and current status of peers’ arts-based ventures. After listening to each other’s presentations, peers will provide suggestions and guidance for next steps.

**ACCEPTANCE POLICY**

This is an entrepreneurship class, designed in every way to prepare you for success in the field, inclusive of the development of your ability to be detail oriented, to follow instructions and to manage your time effectively. As such, every effort will be made to treat you not as students, but as entrepreneurs engaging in entrepreneurship practice. Fail to accomplish tasks in the field as specified by the due date, and you will most likely bring about negative consequences not only for yourself, but also for your venture. In an effort to hold you accountable, outside of extenuating circumstances, **no credit** will be given to those students who turn in assignments late.

**ABSENCE POLICY**

*Please, do not email the professor about a missed class.* Handle all absences through the Absence Memo office. If you miss or will need to miss a class, you should go to the Absence Memo Office asap at Lightsey Center, Suite 101 (behind the bookstore) to discuss your absences and complete the appropriate forms. Remember that you will need documentation for health, personal or emergency situations for an Absence Memo to be completed. When this information is complete, your professor will be sent an email from the Absence Memo Office that explains your absence as either “documented” or “undocumented.” “Documented” absences, only, will not count against your grade; however, “undocumented” absences will. For each undocumented absence, a student will receive a 2-point deduction to their overall attendance and participation.
grade. Please keep in mind that for any classes missed (whether documented or undocumented), it is the student’s responsibility to find out what content was covered and what outside work was assigned. The professor will not re-teach sessions. Any extended periods of documented absences due to emergency or medical issues will be addressed individually.

TRUST & NON-DISCLOSURE POLICY

This is a practice-based entrepreneurship class. Over the course of the semester, new ideas will be generated, new ventures will be discussed, and new opportunities will be discovered and created. Trust amongst participants in the learning process (inclusive of students, special guests and the professor) is essential for establishing a safe space for sharing ideas and collaborative learning. In an effort to create a safe space for the sharing of ideas, students who take this class agree not to discuss and/or otherwise share specific details of each other’s ventures, and/or disclose discovered and/or created opportunities derived from in-class activities and discussions with anyone outside of the class. Exceptions may be made only with written permission from a specific student, the professor and/or a group of specific students where applicable. Students remain responsible for creating their own written agreements. For record keeping purposes only, students are more then welcome to email the professor a copy of any/all signed agreements between all parties involved.

ENTITLEMENT POLICY

Entitlement is defined in the Oxford dictionary as the belief that one is inherently deserving of privileges or special treatment. It is my policy in this class to treat every single student as an equal participant in the learning process; to ensure that every student has the same opportunity for success; and to ensure fair and equitable assessment practice without regard to age, class, race, ethnicity, religion, sex, gender or disability. Therefore, should any student feel that they are at any time deserving of a certain grade in this course, he/she will be instructed to review this policy until it is understood that the student is neither entitled to any grade in this class, nor is the instructor obligated to change a student’s grade based on the student’s personal opinion.

GRADES: A 100-point grading scale will be used. Students will receive a grade reflective of a percentage of the overall points. Grades will be assigned as follows and final grades will be determined based on the weighting below:

- A 94-100
- A- 91-93
- B+ 89-90
- B 85-88
- B- 82-84
- C+ 79-81
- C 76-78
- C- 73-75
- D+ 70-72
- D 65-69
- D- 60-64
- F Below 60

PEER AND FACULTY COMMUNICATION: When communicating with the instructor via the communications tools on OAKS or via email, students need to follow proper etiquette. Always address the instructor as “Dr. White.” Write in complete sentences using correct grammar and be polite. Emails written in broken sentences and/or in text/IM speak are often difficult to understand, and I may ask you to re-write the email more clearly before a response to your question is sent. Email responses are not immediate and email may only be checked once per week day. Allow two businesses days before sending a reminder email. OAKS is the preferred mode of communication, and posts/emails will be sent through the site. Please check OAKS several times per week to avoid missing assignments and messages.

TECHNOLOGY: Course materials (syllabus, homework assignments, readings, class handouts, study guides, and power points) are included on OAKS. Some course assignments must be uploaded on OAKS (see course schedule for OAKS assignment submissions). From time to time, the instructor may include additional course materials on OAKS. Students will be notified when to check for additional course material, though you should make it a point to regularly check OAKS.

HONOR CODE AND ACADEMIC INTEGRITY: Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are clearly related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.
Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive an XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/pdf/honor-code-violation-reportingprocedures2-2014-2015.pdf.

DISABILITY STATEMENT: This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act that stipulates that no student shall be denied access to an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services, (843) 953-1431 or me so that such accommodation may be arranged.

CENTER FOR STUDENT LEARNING: You are encouraged to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, supplemental instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

ARTM 360-06 Course Learning Agreement

I have read this four-paged course syllabus (either via paper or online), and I understand the course policies, student expectations and responsibilities as stated on all five pages of the syllabus for this course.

In an effort to create a safe space for sharing and discussion, I agree not to discuss and/or otherwise share specific details of my classmates and/or professor’s ventures, and/or disclose discovered and/or created opportunities derived from in-class activities and discussions with anyone outside of the class. Exceptions may be made only with written permission from that student, the professor and/or group of student(s). I understand that I remain responsible for creating my own written agreements and are more than welcome to email Dr. White a copy of the signed agreement (NDA) between all students involved only for record keeping purposes.

If I have additional questions or concerns about the syllabus, I will contact Dr. White via email for further explanation.

I understand that in order to get credit for my assignments in this course, I must complete all assignments as specified by the instructions, and turn them in by the due dates as outlined in the most current version of the course calendar.

Print Full Name Here

DATE

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Sign

Full Name Here