

ARTEDUC 3690: Arts Entrepreneurship

Spring 2021

Unlike traditional entrepreneurship education, which focuses only on economic value, identifying opportunities in the arts can take on aspects of social entrepreneurship to address social problems, cultural entrepreneurship that focuses on aesthetic value, as well as economic value. Arts students are often discouraged from pursuing a career in the arts because of the perception that they will have low incomes, but the skills of entrepreneurship, particularly within the Meaningful Inquiry framework, will allow students to gain skills toward using their creativity and artistic skill to solve problems, identify their personal sites of expertise, and work toward having a fulfilling and economically viable career using their arts degree from Ohio State.

General Information:

Class meets TBD

Classroom TBD

Professor:

Dr. Rachel Skaggs

Lawrence and Isabel Barnett Assistant Professor of Arts Management

Department of Arts Administration, Education, and Policy

The Ohio State University

Email: skaggs.131@osu.edu

Office Hours:

TIME TBD and by appointment,

NOTE: All students must come to office hours at least once during the semester as part of the participation grade.

Course Mission and Objectives:

This course is built intentionally within a framework of Meaningful Inquiry, meaning that the equity-focused course design recognizes and values the lived experiences of students as a key source of knowledge that is brought into the classroom. Entrepreneurship is at its heart about identifying and filling a market niche that is not currently filled. Based on this approach, many assignments are reflection-based and meant to guide students toward incorporating their current knowledge and resources into their toolkit for creating and selling their art or solving problems using arts-based approaches.

The course is designed to address the following learning outcomes:

1. Recognize, address, and develop opportunities into an arts-related venture.
 - a. *Generating new ideas and brainstorming*
 - b. *Leverage your positionality toward unconventional solutions*
2. Assess the market.
 - a. *Evaluate risk and act accordingly*
 - b. *Evaluate market demand*
3. Create a mission and vision plan.
 - a. *Develop a 3-5 year plan*
 - b. *Allow your plan to change and adapt as you, your art, and the world change*
4. Develop an understanding of business models.
 - a. *Identify multiple potential revenue streams*
 - b. *Monitor legal and tax issues*

Students will demonstrate mastery of learning outcomes through writing, informal presentations, and a final formal presentation. Demonstrating strong communication skills is essential for an entrepreneur, whose goal it is to leverage ideas into outcomes. This cannot happen without communicating the value of one's ideas, so assessment in this course centers around these skills. Accordingly, the instructor will give detailed feedback on the content, style, thoughtfulness, and professionalism communicated in class presentations and submitted written work.

Required Readings:

- Congdon, Lisa. 2019. *Find Your Artistic Voice*. Chronicle Books. San Francisco, CA.
- New York Foundation for the Arts (NYFA). 2018. *The Profitable Artist*. Second Edition. Allworth Press. New York.
- All other course readings will be available in Carmen under the Files tab.

Course Policies

Attendance:

ATTENDANCE IS NOT AN OPTION. IT IS A REQUIREMENT. **All absences require an e-mail to the instructor explaining the reason for the absence, preferably before the class meeting.** In order for an absence to be excused, a student must provide appropriate documentation (i.e., medical excuse from your doctor) and/or have the instructor's approval (i.e., family emergencies, funerals). The instructor must receive excuses by the class following the absence unless other arrangements have been made with the instructor. **A student's final course grade will be reduced by half a letter grade for each unexcused absence that occurs after one absence. A student can fail this course due to poor attendance.** Three incidents of unexcused tardiness and/or leaving class early equals one unexcused absence.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Plagiarism: Copying/claiming someone else's words, ideas, or works (i.e., essays, term papers, in part or in full) as your own is considered plagiarism. A proper reference style should be used when using words or ideas of other people. Suspected cases of plagiarism will be reported immediately to the Committee on Academic Misconduct. The Committee regards academic misconduct as an extremely serious matter, with serious consequences that range from probation to expulsion. *If in doubt, credit your source.* Be sure to consult the course instructor if you have questions about plagiarism, paraphrasing, quoting, or collaboration.

Disability Services:

Students with disabilities that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 292-3307, TDD 292-0901; slds@osu.edu

Title IX Information:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Mental Health Services: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone

you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life's Counseling and Consultation Service (CCS)** by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Assignments:

Participation in Class Discussions & Office Hours Visit

Students will be active participators in course discussions, having read and prepared themselves for each class session. Additionally, students are required to come to the instructor's office hours at least once.

Weekly Reflections (9)

Students will complete weekly reflections to be submitted on Carmen before the beginning of class. Reflection topics are available on Carmen.

Incubator Days

Two in-class incubator days will present time for students to do hands-on work toward the final project and toward developing an arts-based venture. This is a space that is safe for risk-taking and that is collaborative and generative in nature, meaning that fellow students and the instructor can be resources. Students can work individually or can group up based on similar needs or challenges if this suits their needs. At the end of each incubator day, each student will give a casual lightning talk (1-2 minutes) about what they got done and what their biggest challenges or needs are moving forward. Classmates will take notes on lightning talks and submit questions or comments to their peers addressing the lightning talks.

Final Presentation

Final presentations will take place in the last two weeks of class. In this formal presentation, students will present a "Pitch Deck," the typical kind of slide deck that entrepreneurs use to establish the problem their idea solves, its value proposition, market research, and other information relevant to a potential investor or client. The assignment will require that students identify a problem or opportunity related to the arts, gather information to establish knowledge related to the problem, and propose an arts-based intervention, work of art, or other arts-related solution to the problem.

Final Course Reflection

The final reflection will consist of a compilation of all past reflections, edited to reflect growth and responsiveness to instructor feedback and 3-5 new pages of writing addressing the prompt below. **The edited prior reflections and new reflection writing should be submitted together in one file on Carmen by April 25 by 11:59 PM.**

For this reflection, you should compile and revisit all past reflections. After responding to feedback and editing prior reflections, write 3-5 additional pages reflecting on how this course has changed your thinking or reinforced your previous perspectives of what it means to be an entrepreneur in the arts. You should discuss your final presentation topic and reflect on which pieces of the presentation were more challenging or stretched you to grow as an artist entrepreneur. Your reflection should conclude with a section about your career goals following graduation from OSU and what next steps you need to take toward preparing yourself to enter your career with a mind toward acting entrepreneurially over the next three to five years.

Grade Percentage Breakdown & What percentage of your course grade is based on writing, informal presentations, and formal presentations?

	Writing	Informal Presentation	Formal Presentation	Grade %
PARTICIPATION		X		20%
WEEKLY REFLECTIONS (9)	X			25%
INCUBATOR DAYS		X	X	10%
FINAL PRESENTATION			X	30%
FINAL COURSE REFLECTION	X			15%

OSU Grading Scale:

	A (93%-100%)	A- (90% - 92%)
B+	(87%-89%)	B (83% - 86%)
	B- (80% - 83%)	
C+	(77% - 79%)	C (73% - 76%)
	C- (70% - 72%)	
D+	(67% - 69%)	D (63% - 66%)
	E (62% - 0%)	

Course Schedule:

Course schedule is subject to change with notice from instructor.

WEEK OF	Theme	Readings	Assignments
January 11	What is Entrepreneurship?	SNAAP 2017	
January 18	Artistic Voice	Congdon 1,2	<i>Reflection 1</i>
January 25	Careers in Art Worlds	Congdon 3,4	<i>Reflection 2</i>
February 1	The Day to Day	Congdon 5-6	<i>Reflection 3</i>
February 8	Incubator Day		
February 15	Planning and Strategy	Congdon 7; NYFA 1,2	<i>Reflection 4</i>
February 22	Legal Issues for Artists	NYFA 3,4,5	<i>Reflection 5</i>
March 1	Managing Finances	NYFA 6,7,8,9,10	<i>Reflection 6</i>
March 8	Incubator Day		
March 15	Spring Break		
March 22	Marketing	NYFA 11,12,13	<i>Reflection 7</i>
March 29	Fundraising	NYFA 14,15,16	<i>Reflection 8</i>
April 4	Pulling it All Together	NYFA Conclusion	<i>Reflection 9</i>
April 11	Final Presentations		
April 18	Final Presentations		<i>Final Course Reflection Due by April 25 at 11:59 PM</i>