**Theatre 3350: Marketing for the Performing Arts**

Christine L. Denniston, APR/MPA

12:30 to 1:20 MWF in Browning Center Room # TBD

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Office Hours: TBD

**Catalog Description**

Explores the dynamics of marketing and communication across dance, music and theatre. The emphasis is on practical application of course content to enhance students’ future roles in a variety of arts related careers.

**Course Description**

In recent years, there have been significant shifts in arts marketing, both as a practice and an academic discipline. The relationship between art and marketing/communication is increasingly complex and dynamic, requiring a transformation in the way the arts are marketed. This course will explore the following:

* The importance of arts consumption and its social dimensions
* The importance of the aesthetic experience itself, and how to research it
* Arts marketing programs
* The art versus commerce debate
* The role of the arts marketer as market-maker
* The artist as brand or entrepreneur

Becoming a well-educated person requires growing, evolving, enriching and refining oneself as a human being and contributing to a better world. Becoming well-educated involves learning to interact with the world around us as well as preparing for a career. Students in THEA 3XXX will gain skills, abilities, and/or increase understanding in 3 areas:

**Area #1:** Students will address critical thinking, cognitive learning, and problem solving skills.

**Area #2:** Students will improve their understanding of how performing arts organizations can attract new audiences as well as build frequency and loyalty.

**Area #3:** Students will learn how to create offerings that appeal to their target audience without compromising their artistic integrity.

**Area #4:** Students will explore ways they can increase contributed income from donors during a period of changing priorities among funding audiences.

**Area #5:** Students will learn how to collaborate with one another, nonprofit organizations and businesses to achieve their goals.

**Learning Objectives/Outcomes**

Specific learning objectives of this course include an understanding of:

1. Develop poise and confidence in work place, home, and social situations.
2. Develop knowledge and practical understanding of marketing and communication processes, principles, and models within human interaction.
3. Apply improved listening skills.
4. Develop knowledge and practical understanding of marketing and communication for the arts.
5. Develop knowledge and practical understanding of communication and its use to influence individuals and group members.
6. Help the student develop a responsible attitude toward the arts and communication
7. Develop an understanding of how to develop and execute a marketing campaign for an arts-related event

**Program Outcomes for Theatre:** This class addresses or meets the following Program Outcomes for Theatre majors:

1. Have writing skills and ability to use research tools (library, internet, etc.).
2. Be able to present critical thinking through verbal and written presentations regarding the musical theatre. Specific areas of expertise will include major works, major figures (librettists, composers, lyricists, performers, directors, choreographers), theory, and history.

7. Have the ability to critically evaluate what they and others have created.

9. Understand the historical context of theatre, drama, and performance including plays, major figures, costumes, scenic innovations, and theoretical approaches, and how these relate to contemporary society and culture.

10. Have experience with individual and collaborative processes needed to produce and understand theatre.

**Course Format and Requirements:** This course will combine a lecture and discussion style format. There will be some lecture and guided classroom discussions of the readings, and students will be expected to answer questions about the readings (i.e. the “Socratic method”). As seen below, the degree to which students provide in-class contributions will play a significant role in grade determination. **Therefore, each member of the class is expected to have read the assigned material for that day *prior* to class time** (what is listed below in the schedule for a particular day should be read prior to class that day). To encourage reading there will be a series of four exams spread throughout the semester. The exam questions are all multiple choice but may have more than one correct answer.

**Attendance:** The Theatre area recognizes the importance of class participation and performance. To this end we enforce the following attendance policy: Tuesday/Thursday classes are allowed 2 absences, Monday/Wednesday/Friday classes are allowed 3 absences, however these absences may not be on a scheduled test day. Once the allowed absence limit has been reached the student's grade will drop incrementally for each additional absence.

Example: Mitzi, an “A” student, has missed 3 classes in a MWF theatre class. Today she is missing class and her grade will drop to an A-. If she misses the next class, her grade will drop to a B+. One more absence and she will have dropped a full letter grade to a B.

Tardies are as important an issue as absences. Therefore, 2 tardies equal 1 absence. Students should plan ahead and use absences and tardies wisely.

**Grading Policies:**The overall grade for the course will be determined as follows:

Attendance/Participation 10%

Exams 20%

Written Projects 30%

Individual Mkt. Project 40%

Total 100%

**Course Content:**

1. Attendance and Participation = 100 points (10%)

Part of being an exceptional student is showing up and taking an active role in your learning. We will be covering a great deal of material in a short period of time, thus the expectation is that you be present and be active in class discussion and activities. Participation also means coming prepared with the exercises assigned completed and ready to discuss. 1 point will be given for each day student are in class. The remaining 60 points of this grade will be determined by the completion of assignments stated in the syllabus.

1. Examinations = 200 points (20%)

There will be 4 exams requiring the application of marketing models, theories, class discussion and case studies. Multiple correct responses are standard policy within all exams. Each student will take the exam on Chi Tester outside of normal class time.

1. Three Written Projects = 300 points (30%)

Each student must provide a written report on a topic provided by the instructor. The topic will be related to a pertinent issue stemming from a current issue in marketing and comm for the Arts.

Each written project is to be 4 to 5 (no less than 3.75) typewritten pages and is due at a designated time during the semester (see schedule). The written projects shall be double spaced, and on 1 side only of 8.5 x 11 inch white paper. Maintain 1 inch margins left, right, top, and bottom. A title page is unnecessary. Do not use large print (nothing larger than the print size used for this syllabus). Do not place written work in a folder or binder. Label all papers by single spacing on 4 lines in the upper left hand corner of the first page the following information: Student's name, instructor's name, class and section number, and assignment number. Staple once in the upper left hand corner of all multiple papers you submit.

C. Individual Marketing Project = 400 points (40%)

Early in the semester, each member of the class will select 1 upcoming Performing Arts event that they will develop a fully executable marketing/PR campaign for throughout the course of the semester. The student will be expected to conduct a thorough research project, develop an action plan, communication strategy and evaluate the success of the desired outcomes.

Project **outcomes** include a description of the project itself with appropriate documentation (i.e. photographs, videos, letters from associates, or testimony from those associated with the project, benefactors, etc.) as well as an evaluation of the events effectiveness in achieving its goal within the project.

The student must present a recap of their event along with lessons learned at the conclusion of the semester. Superb and memorable presentations from prior classes include skits or re-enactments of parts of the project, etc. Class time is limited. Considerable time working outside of class is mandatory for successful completion of this project.

*Each exam is required to pass the class—failure to complete any of the exams will result in failure of the course, not just a zero on the exam in question.*

*Student Code*: All students are responsible for knowing and adhering to the Weber State University Student Code. Visit (<http://www.weber.edu/ppm/Policies/6-22_StudentCode.html>)

for more information about the Weber State University Student Code. Violations of academic ethics and honesty include, but are not limited to, the following types of academic misconduct:

* Cheating, which includes copying another student’s work or any actual or attempted use of materials or resources not authorized by the instructor for exams or assignments;

Please be aware that in this class cheating of any sort will result in a grade of 0 on the assignment in question and may be grounds for failure of the course. Instances of academic misconduct will be documented in a memo and forwarded to the Chair of the Communication Department and Dean of Students for their records. If you are in doubt regarding any aspect of these issues as they pertain to this course, please speak with the professor.

During exams, all electronic devices, including cell phones, IPods, MP3 players, etc., must be turned off and completely stowed out of reach, along with any notebooks or papers.

*Disability Services:*  Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Services Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary. See the SSD website for more information: (<http://www.weber.edu/ssd/>)

*Religious Observances*: I will make every effort to reasonably and fairly deal with students who, because of religious obligations, have conflicts with exams or assignments. If you need an accommodation of any scheduled activity, due to a conflict with a religious holiday or observance, please let me know in writing (email) of the conflict during the first 2 weeks of the semester if possible, or as soon as possible after becoming aware of the conflict.

**Class Decorum:** We will be discussing potentially controversial subjects and you may vehemently disagree with something that is said by another student or perhaps even myself. However, part of respecting your colleagues is to honor differences in people, ideas, and opinions. Therefore, questions and comments by others should be treated with civility at all times. Your own opinions and arguments become stronger by considering alternative arguments seriously—consequently it is inappropriate to interrupt each other. Furthermore, it is only appropriate to address the substance of another person’s argument, not the character of the person with which you disagree. Also, it is inappropriate to expect a student to explain or defend the views or positions of a racial, ethnic, religious, or political group with which they may be associated.

If you prefer an alternate name or gender pronoun please advise me of your preference (e.g. first day note cards or email) and I will happily honor your request. In addition please follow these in-class policies regarding decorum:

* Please make every effort to come to class on time.
* Please do not start putting your notebooks, etc, away until I dismiss class. If you must leave class early please alert me prior to class and sit near an exit.
* Use electronics for course related purposes only. Facebook, Twitter, etc. will still be there after class (see Participation section above).
* *If you miss class please obtain the notes from someone in class, review them and the readings for that day, then see me during office hours if you have any questions.*
* If you have questions about the readings please raise them during class discussion. If your question is not answered, please see me during office hours or email me.
* Weber State University is committed to providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of Veteran of the Vietnam era, sexual orientation or preference or gender, including sexual/gender harassment. Specifically the University policy on sexual harassment prohibits both unwelcome sexual contact and unwanted sexual comments/language and includes an anti-retaliation policy to protect complainants. If you have questions regarding the University’s policy against discrimination and harassment you may contact the university’s Affirmative Action/Equal Opportunity office (i.e. the AA/EO office) at 801-626-6239 if you face discrimination by faculty, staff or other students.

**Counseling and Psychology Services:**

College is a stressful time in your lives. On top of academic stresses such as exams, papers, presentations, reading, etc. you may also be struggling to balance work and family obligations, and many of you may also be dealing with illnesses of family members. Please know that if you experiencing anxiety, depression, or grief there are University services available to assist you. Many of these services are free of charge to you as they are funded by student fees. The first step is just asking for help. So if you are struggling with depression, anxiety, relationship problems, academic or career uncertainty, identity confusion, loneliness, grief, or other concerns, the WSU Counseling & Psychological Services Center can help. Please call 801-626-6406 to schedule an appointment or visit <http://www.weber.edu/counselingCenter/> for more information.

**Campus Closures:**

If, for any reason, Weber State University must close the campus for an extended period of time,

this course will continue online through Canvas.

**Cancelled Classes:**

If I need to cancel class unexpectedly, I will inform you via Canvas by posting an announcement. I would recommend that you set up your notifications so that your receive Canvas announcements immediately through your email so that you have as much notice as possible about class announcements (while I expect class cancellations will be exceedingly rare as I cannot recall ever cancelling class at the last minute, I also use the Canvas announcements for other more routine class communications regarding distributing review sheets, adjustments to course readings, drawing your attention to articles, etc ).

**Missing an Exam**: If you absolutely must miss an exam due to medical or family emergency please be in touch with me as soon as possible (scheduled exam make ups for religious or athletic reasons should be arranged with the professor in the first two weeks of the semester). Please note, that I am much more sympathetic to those who contact me before missing the exam. You should also plan to document your emergency excuse (i.e. with a hospital or doctor’s note), although I may waive this requirement if contacted prior to the exam. Granting make-up exams *is completely at the discretion of the instructor* without well-documented medical excuse of the student’s or immediate family’s illness or injury (i.e. children, spouse, or parents). Even if a makeup is granted the instructor reserves the right to penalize taking an exam late up to 75% of your exam grade, especially if your request is after the fact, and is insufficiently explained and documented.

**Core Beliefs:** According to PPM 6-22 IV, students are to “[d]etermine, before the last day to drop courses without penalty, when course requirements conflict with a student's core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs.” As a note, I am not willing to censor your fellow students and their writing. Each student has an individual voice and it is very likely topics and language will come up that may be offensive to some.

**Success in this Class and Out of Class Consultation:** The readings and concepts explored in this course are difficult, and students will need to carefully complete the reading assignments before class, come to class on a regular basis and take good notes, and participate fully in class discussion in order to be successful in the course*.* ***In addition, all students are welcome and encouraged to come to office hours, although students having trouble with the material should make an effort early on in the term to come to office hours, ask questions, and address ways of improving course performance.*** *Please recall that attending office hours will count toward your participation grade.*

**Course Texts and Materials:**

One book is required reading and available at the Bookstore:

**Marketing the Arts: A Fresh Approach**

[Daragh O'Reilly](http://www.amazon.com/s/ref=ntt_athr_dp_sr_1/177-8179270-4772610?_encoding=UTF8&field-author=Daragh%20O%27Reilly&search-alias=books&sort=relevancerank) (Editor), [Finola Kerrigan](http://www.amazon.com/s/ref=ntt_athr_dp_sr_2/177-8179270-4772610?_encoding=UTF8&field-author=Finola%20Kerrigan&search-alias=books&sort=relevancerank) (Editor)

Additional readings listed on the schedule below will be posted on Canvas.

**Timeline:**

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| **Week of** | **Topic** |
| **Week #1** | * **Syllabus Overview and Expectations** * **Team Building Exercise** |
| **Week #2** | * **Introduction** * **Marketing the Arts** |
| **Week #3** | * **Challenging Conventions in Arts Marketing** |
| **Week #4** | * **The Artist in Brand Culture** |
| **Week #5** | * **The Tension Between Artistic and Market Orientation** |
| **Week #7** | * **The Journey from Missionary to Market Maker** |
| **Week #8** | * **Conversation, Collaboration and Communication: Courting New Audiences for a New Century** |
| **Week #9** | * **Identity Fragmentation and the Identification of New Communities** |
| **Week #10** | * **Generating Aesthetic Experiences** |
| **Week #11** | * **The Changing Role of Qualitative Research in the Arts** |
| **Week #12** | * **The Line Between Fan Culture and Copyright Infringement** |
| **Week #13** | * **Marketing and Authenticity** |
| **Week #14** | * **Group Presentations** |
| **Week #15** | * **Final Exam** |

*This syllabus is subject to revision at the discretion of the instructor by circulating an*

*updated syllabus to the class via email and posting the new syllabus on Canvas.*

*Reading assignments and schedule may be adjusted through in-class announcements.*