

# Marketing the Arts

AMAE 3322

Fall 2012

Tuesdays and Thursday, 11-12:20

Owen Fine Arts Center 2020

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## Rationale:

Every creative act can end in cultural goods and services, which ultimately need a market or an audience. This implies a quite complex process of delivering this tangible and intangible art to consumers, the public and the overall community on an effective, continuous and reliable basis.

It is thus fundamental to define and characterize cultural goods and services and their brands, to estimate a corresponding monetary value that matches their supply and demand, to identify and implement the most suitable channels through which art goods and services reach their consumers, and to effectively promote art consumption and participation among existing and potential audiences and consumers.

## Course Objectives and Overview:

This course introduces students to the fundamental concepts of marketing and their practical implementation by arts organizations and arts professionals. The discussion of examples and cases will help to illustrate applications of theory and familiarize students with essentials such as the production, pricing, promotion and delivering of arts goods and services to audiences, markets and the community. Learning activities will be completed by a class practical exercise on a real arts product/service.

## Expected learning outcomes:

Students who successfully complete this course will be able to:

- Understand, describe and analyze the basic rationales of the marketing process;
- Identify and target specific arts and cultural markets and segments;
- More robustly analyze and estimate arts demand;
- Apply marketing tools and analysis to the different supplied cultural goods and services;
- Conceive, assess and problematize a basic marketing plan for an arts organization/professional.

## Course evaluation:

Participation	15%	Before-class quizzes	10%
Reading Presentation	10%	Mid-Term Exam	12.5%
Final Exam	20%	Final project (written)	20%
		Final project presentation	12.5%

## Grades:

A 93 or above	B+ 87-89.99	C+ 77-79.99	D+ 67-69.99	F Below 60
A- 90-92.99	B 83-86.99	C 73-76.99	D 63-66.99	
	B- 80-82.99	C- 70-72.99	D- 60-62.99	

## Participation:

You will be graded on the basis of your *efficient* shown *critical* preparation on class material and related involvement and contribution in all class discussions, presentations and guest lectures. Assigned readings are provided in the Course Schedule below, other readings will be posted in the Readings section on Blackboard, and I expect you to have done them before class. Your participation will be also evaluated on the quality (rather than the quantity) of selected articles and practical examples (from newspapers, magazines, scientific journals, etc.) you will refer to and discuss in class, or post on Blackboard, quality meaning their representativeness and consistency with the course program and schedule, accuracy, appropriateness, source's reliance, up-to-date and balance/ originality with respect to other posted articles.

#### *Field project:*

This year the project topic is *Information and Communication Technology (ICT) (including internet, computing, digitization, social networks, etc.) applied to the creation, distribution (including dissemination and consumers' access), pricing, promotion and financing of arts goods and services*. You will gather in groups of 2 or 3 students and chose with me a best-practice case of the topic – in any arts sectors, and focusing on one of the five aspects – to be critically thought of and written through the acquired tools.

The project quality will be assessed on the basis of the following attributes: relevance, originality and definiteness of the case, robust sources/material/bibliography and its critical understanding, clarity of argument and throughout independent analysis, contextualization/comparison with other cases, and efficiency. The project organization is expected to follow a logical sequence, including executive summary, introduction, literature review, analysis, conclusions, references, each part well balanced and consistent with the rest. The same criteria are to be applied for the content of the project presentation. What follows is a guidance framework for your project:

1. Description of your search strategy of, and sources/material/bibliography
2. Introduction: ICT applied to the arts (domains, objectives, developments, challenges, etc.)
3. Description (including objectives, implied organization and involved resources) of the best practice
4. Spread/reach
5. (Elements of) Their assessment (e.g. No. of users, visits, etc.)
6. Your critical analysis (e.g. SWOT)
7. Conclusions

The proposal of the project topic (two pages double spaced including motivations, planning and an initial sources/material/bibliography) is due by September 20 (graded 6%), and a project draft version (5 pages double spaced) is due by October 20 (graded 7%). All final projects (10 pages double spaced, plus executive summary and annexes) (graded 7%) are due by November 18 9:00 am. You will make a 15-minute presentation, followed by 10 minutes of questions and discussion in class, on November 20, 27 or 29. In the Annex is provided an evaluation grid for your oral presentation.

#### *Reading presentation:*

Cohherently with the Course topics calendar, at the beginning of the course, and no later than one week before your presentation, you will choose with me one article from “Marketing Culture and the Arts: An annotated and selected bibliography, or other scientific journals (or other scientific journals, see the Readings Section below) and do a 10-minute presentation, and you will be responsible to leading a 5-minute discussion with the rest of the class.

#### *Mid-Term and Final Exams:*

The Mid-Term Exam will last 80 minutes and will both include a few open questions on the topics covered up to that point (see Course calendar). The Final Exam will cover the entire course program. You are expected to justify your answers and to employ critical thinking based on the readings and class discussion.

#### *Before-class quizzes:*

Short quizzes on class assigned material will be available on Blackboard for 24 hours and until one hour before each class. Short quizzes are a continuous and up-to-date way for you to self assess your preparation for all the other assignments.

#### *Feedback:*

You will receive feedback on each assignment during the course. Specific rubrics will support you to better prepare your assignments and meet the expected requirements. As an example, in the Annex are provided evaluation details for oral presentations (of readings and field project).

#### *Office hours:*

You are strongly encouraged to exploit office hours for your assignments. If you cannot make it during fixed hours, please contact me to arrange an appointment. I am similarly available via email, Skype and phone.

#### *Attendance:*

Attendance is required. If you miss more than three classes, I reserve the right to adjust your grade downward, as I deem appropriate.

**Note:**

No late submissions or assignments make-ups and no special pleading. I am always willing to meet with students to address questions and hear about problems, but it is unfair to the rest of the class if those who complain get better grades. Input from instructor consultations will hopefully assist you in bettering your grades on subsequent quizzes and exams.

In the Annex are provided evaluation details for oral presentations (of readings and field project).

**SMU Course Policies:**

**Academic Honesty and Misconduct:** You are bound by the Honor Code and the SMU Student Code of Conduct. For complete details, see: [http://smu.edu/studentlife/studenthandbook/PCL\\_03\\_Conduct\\_Code.asp](http://smu.edu/studentlife/studenthandbook/PCL_03_Conduct_Code.asp). This includes all areas of dishonesty including plagiarism, cheating on tests, use of the work of others (published or unpublished), and the observance and knowledge that others are cheating.

**Disability Accommodations:** Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/alec/dass.asp> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

**Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

**Excused Absences for University Extracurricular Activities:** Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

**Course Schedule:**

**Class Topics Speakers/Readings\*/Students' Presentations**

Aug 21	Introduction: Course presentation and overview	Colbert (2007), Ch.1
Aug 23	The 4 Ps and the arts	
Aug 28	Cultural products and services	Colbert (2007), Ch. 2
Aug 30		
Sep 04		<u>Speaker:</u> Brittany Ransom, Artist and Educator
Sep 06	The Market	Colbert (2007), Ch. 3
Sep 11		
Sep 13	Marketing intelligence	Colbert (2007) Ch. 10
Sep 18		
Sep 20	Consumers' behavior	Colbert (2007), Ch. 4
Sep 25	Branding	<u>Speaker:</u> Brad Todd, Principle, The Richards Group
Sep 27		
Oct 02	Donors and sponsors	Colbert (2007), Ch. 5
Oct 04		
Oct 09	Segmentation and positioning of cultural products and services	Colbert (2007), Ch.6

Oct 11	<i>Mid-Term Exam</i>	
Oct 16	***No Class, Fall Break***	
Oct 18	Pricing	Colbert (2007), Ch. 7
Oct 23		
Oct 25	Distribution	Colbert (2007), Ch. 8
Oct 30		
Nov 01	Promotion	Colbert (2007), Ch. 9
Nov 06		
Nov 08	Marketing plan & control	Colbert (2007) Ch. 11
Nov 13		
Nov 15		<u>Speaker:</u> Maxwell Anderson, The Eugene McDermott Director, Dallas Museum of Art
Nov 20	Field-project presentations	
Nov 22	***No Class, Thanksgiving***	
Nov 27	Field-project presentations	
Nov 29	Field-project presentations	
	<i>Course Wrap-up</i>	

**\*The syllabus is subject to change based on possible schedule changes of the guest speakers. Relevant readings may be added. All readings will be found in the Discussion Board section of the course Blackboard site.**

## **FINAL EXAM:**

### **Readings:**

#### Course book:

Colbert, François, with the collaboration of Bilodeau, Suzanne, Brunte, Johanne, Nantel, Jacques and Rich, Dennis J. (2007), *Marketing Culture and the Arts*, Third Edition, Carmelle and Rémi Marcoux Chair in Arts Management, HEC Montreal.

Other selected readings/handouts will be distributed in class or posted on Blackboard.

#### Useful sources for reading presentations:

- “Marketing Culture and the Arts: An annotated and selected bibliography”, V. Georgie and M. Restuccia, under the supervision of F. Colbert, March 2010 [<http://www.gestiondesarts.com/index.php?id=734>]
- Academic journals, such as *International Journal of Arts Management*, *International Journal of Nonprofit and Voluntary Sector Marketing*, *Journal of Cultural Economics*, *Museum Management and Curator*.
- Field/professional magazines, e.g. *Symphony Magazine*, *The Art Newspaper*, *MovieScope*, etc.

#### Useful news sources for further reflection, discussion and BB posts:

Dallas Morning News, D Magazine, The New York Times, The Guardian, etc.

### **Suggested Readings:**

- Carr, Eugene, Paul, Michelle (2011), *Braking the Fifth Wall. Rethinking Arts Marketing for the 21<sup>st</sup> Century*, New York, Patron Publishing.
- Hill L., O’Sullivan C., O’Sullivan T., (2003), *Creative arts marketing*, Oxford, Butterworth Heinemann, 2<sup>nd</sup> Edition [Ebook available for SMU students from the library].
- Kerrigan, Finola, Fraser, Peter, Özbilgin, Mustafa (Eds.) (2004), *Arts Marketing*, Oxford, Elsevier.
- Kotler, G. Neil, Kotler, Philip (1998), *Museum strategy and marketing: designing missions, building audiences, generating revenue and resources*, San Francisco, Jossey-Bass Publishers.
- Kotler, Philip, Scheff, Joanne (1997), *Standing Room Only: Strategies for Marketing the Performing Arts*, Boston, Mass.: Harvard Business School Press.
- O’Reilly, Daragh, Kerrigan Finola (Eds.) (2010), *Marketing the Arts*, London and New York, Routledge.
- Robertson, Iain (Ed.), (2005), *Understanding International Art Markets and Management*, London and New York, Routledge.
- Scheff Bernstein, Joanne (2007), *Arts Marketing Insight*, San Francisco, John Wiley & Sons.

### Grading Form for Oral Presentations

Detailed below are the criteria to help you to prepare and assess your class presentations. You will be graded on each of the 7 criteria, on a scale from 1 (Poor) to 5 (Excellent). Your grade will be a total of your scores on the 7 criteria.

Presenter: \_\_\_\_\_

Criteria:

1. Timeliness: Is the time used judiciously (including Q & A) (10%)?

\_\_\_\_\_

Poor	_____	Fair	_____	Satisfactory	_____	Good	_____	Excellent
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2. Organization and Clarity of Presentation: Is the presentation well organized and easy to follow? Does it address all of the required areas specified in the syllabus (10%)?

\_\_\_\_\_

Poor	_____	Fair	_____	Satisfactory	_____	Good	_____	Excellent
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3. Information Content: Is the presented information a rigorous analysis that applies course concepts (30%)?

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Poor	_____	Fair	_____	Satisfactory	_____	Good	_____	Excellent
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4. Vocal Presentation: Is the presentation articulate and easy to hear (15%)?

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Poor	_____	Fair	_____	Satisfactory	_____	Good	_____	Excellent
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5. Contribution of Audio-Visual Aids: Do the audio-visual aids enhance the presentation (10%)?

\_\_\_\_\_

Poor	_____	Fair	_____	Satisfactory	_____	Good	_____	Excellent
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6. Visual Presentation: Does the presenter address the audience, make eye contact, and present him/herself professionally? Do they have a command of the information they are presenting (15%)?

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Poor	_____	Fair	_____	Satisfactory	_____	Good	_____	Excellent
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7. Effective stimulation of class participation and their involvement in the discussion (10%)

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Poor	_____	Fair	_____	Satisfactory	_____	Good	_____	Excellent
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