SPEA A354 – Arts Marketing Fundamentals (3 cr. hrs.)
Spring Semester, 2012
Indiana University – Bloomington | SPEA – Arts Administration

SYLLABUS

GENERAL INFORMATION
Class number: 23415  Instructor: Paul Sturm
Meeting time: Mon/Wed, 11:15am-12:30pm  Department: IU Art Museum
Classroom: Woodburn Hall WH 121  Office: IUAM, third floor
(1100 E. 7th Street)  (1133 E. 7th Street)
On Facebook: Arts Mktg  Email: psturm@indiana.edu
Instructor: Paul Sturm
Department: IU Art Museum
Office: IUAM, third floor
(1133 E. 7th Street)
Email: psturm@indiana.edu
Phone: 855-1031
Office hours: by appointment

TEACHING ASSISTANT
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Phone: 812-844-5330
On Facebook: Kasey Cornwell
Office hours: by appointment

COURSE DESCRIPTION
A354 – Arts Marketing Fundamentals is offered to undergraduate students in the Arts Administration program in the School of Public and Environmental Affairs.

This course introduces students to the essentials of arts marketing: how nonprofit organizations and consumers behave and what strategies arts marketers can use to successfully operate in today’s environment. The course will examine such topics as the marketing process for product-centered cultural enterprises, collection and use of marketing information, and target marketing and position.

Marketing is all around us; its omnipresence can be a useful learning experience, readily providing us with examples of various marketing concepts. This course will help you apply correct terminology to such concepts. Knowledge of marketing terminology and concepts improves accuracy and effectiveness in communicating with other professionals involved in the marketing process.

The course will also cover various techniques and tools designed to implement, control, and evaluate an organization’s marketing efforts. Students will be exposed to concepts needed to design and manage a customer-oriented approach to the provision of goods and services by an organization. You will also have the opportunity to relate the course material to your academic major and other areas of personal interest.
LEARNING OBJECTIVES
This course is designed to provide you with an overview of marketing management and its application to not-for-profit arts organizations. During this course you will:
1. Examine the philosophy of marketing.
2. Develop the ability to employ marketing management concepts, terminology, and techniques.
3. Explore systematic approaches to addressing marketing opportunities or solving marketing problems commonly faced by arts managers.

Correspondingly, at the end of this course you will be able to:
1a. Describe the function and primary concepts of traditional business marketing.
1b. Describe the function and primary concepts of arts business marketing, and how these differ from traditional marketing.
2. Describe and apply appropriate marketing management concepts, terminology, and techniques in the administration and advancement of arts organizations.
3. Describe and apply systematic methods in evaluating and pursuing arts marketing opportunities or in solving marketing problems commonly faced by arts managers.

The format of the class is open discussion. Each week, the student is expected to come to class having read the assigned textbook chapter and external readings (case studies, articles, handouts, etc). Students will develop an understanding of the material by discussing textbook concepts in the context of the assigned readings. The instructor will moderate and guide student discussion, but students are accountable for taking responsibility to be fully prepared for each class session in order to learn and master the course material on their own.

NOTE: IT IS YOUR RESPONSIBILITY TO CHECK ASSIGNMENTS AND READINGS. Through the semester, schedules might have to be adjusted due to teaching needs or guest schedules. Any changes will be communicated via class announcements and will override the original syllabus.

REQUIRED TEXTBOOK

REQUIRED SUPPLEMENTAL MATERIALS
Paul Sturm, *A354 ClassPak* (custom edition) [ISBN ] (ClassPak color is “Planetary Purple”)

NOTE: both sections of this class – Sturm and Fields – are using the same ClassPak.

CONTENTS
1. “Live Nation Faces the Music” by Bradley, Cespedes, & Herman
2. “Atlanta Symphony Orchestra” by Colazo & Menor
4. “Pandora Radio: Fire Unprofitable Customers?” by Shih & Tecco
5. “Marquee: The Business of Nightlife” by Elberse, Barlow, & Wong
6. “Octone Records” by Elberse & Ofek
7. “Octone Records: All Rights or Nothing” by Elberse, Ofek, & Kelleher
8. “Hanson Production: Pricing for Opening Day” by Famiglietti
10. “Museum of Fine Arts Boston” by Rangan

ADDITIONAL MATERIALS
Additional materials, handouts, and reading assignments are provided by the instructor as electronic “portable document format” (pdf) files found under the “Resources” section of A354 Oncourse. These additional materials will include a series of 13 “chapters” on basic arts marketing concepts compiled by Americans for the Arts as part of its National Arts Marketing Project. The readings are informative and offer a nice complement to the textbook.
TEAM-BASED WORK

3 Written Case Studies
Students in this course will be assigned into teams by the instructor, and these teams will work on three major case study projects using Harvard Business School case studies from your ClassPak. The first case study will be a marketing proposal for Atlanta Symphony Orchestra; the second case study will be a marketing proposal for Pandora Radio; the third case study will be a marketing proposal for the Museum of Fine Arts Boston. All case study marketing proposals should include the seven learning objective components outlined below.

1 Local Arts Organization Marketing Plan
Every team will identify a local arts organization to assist. The “client” organization may be of the team’s selection. By the end of the semester, each team will generate a written marketing plan that will help the client organization address a marketing issue or challenge that they face. This marketing plan should following the same process used in creating marketing proposals for the case study organizations. The marketing plan should include the seven learning objective components outlined below.

1 In-Class Presentation
In addition, every team will make one formal in-class presentation in which they present their marketing plan for their local arts organization. Each team will have 15 minutes to present their plan, followed by short periods for in-class Q&A. This exercise will help develop experience in presenting a marketing proposal to a live or “client” audience.

CASE STUDY MARKETING PROPOSAL LEARNING OBJECTIVES
In the course of developing and preparing marketing proposals, the student will:
1. summarize the mission, vision, and/or value statements of the client organization
2. analyze relevant internal and external factors to the organization’s situation
3. devise a strategic marketing plan to address the marketing issue(s) laid out in the case study
4. formulate recommendations and objectives based on these strategies
5. research precedents, existing best-practices, and prior knowledge that can inform the plan and position the recommendations and objectives within an appropriate market context
6. create tactics for implementation of the marketing proposal
7. summarize timelines and target success metrics for the implementation plan

Team participation and work will be measured by your team peers. At the end of the class, each student will grade the team participation of their other team members. The average score for each student (derived from their peer grades) will be used as a multiplier against the whole team’s case study and case presentation points (see illustration below). This will be your individual point total for the Team-Based case studies portion of class.

<table>
<thead>
<tr>
<th>Team Work</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>(Paper) marketing proposal for ASO</td>
<td>50</td>
</tr>
<tr>
<td>(Paper) marketing proposal for Pandora</td>
<td>50</td>
</tr>
<tr>
<td>(Paper) marketing proposal for MFA</td>
<td>50</td>
</tr>
<tr>
<td>(Paper) marketing plan for local arts</td>
<td>30</td>
</tr>
<tr>
<td>(Presentation) marketing plan for local arts organization</td>
<td>20</td>
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</tbody>
</table>

Team Case Points 200

Team Peer Evaluation: A-B-C-D-F = 100%-85%-70%-60%-40% multiplier of team points

Team-Based Work Points = 200 x ave. peer evaluation
INDIVIDUAL PARTICIPATION
Individual work will be evaluated and graded using three primary tools for participation: Facebook postings, pop quizzes, and peer feedback on in-class team presentations.

WEEKLY FACEBOOK POSTINGS
The Facebook class participation component of your grade involves submitting two posts per week on the course Facebook profile (Arts Mktg). One weekly post should be an idea or observation that you put forth: a comment. The other post should be a supplemental idea or observation you share directly in response or reaction to something one of your classmates posted: a response. Each comment and response will be worth up to 2 points, for a total 4 points per week. This will be measured for 13 weeks, for a grand total worth up to 52 points.

Facebook posts made without class-related content will earn zero points. Posts made that reference an idea or concept from the textbook or from a reading, but don’t offer significant ideas or content on that idea, will earn one point. Posts that make an effort to say something of significance and/or bring in additional links or examples to illustrate or elaborate on an idea or concept, will earn 2 points. Weekly postings are due by each Sunday at 11:55pm. “Late” postings will simply count toward the following week.

Weekly comment and response submissions should be posted to the Facebook “wall” of Arts Mktg. Postings are expected to begin during the second week of the semester.

POP QUIZZES
There will be five pop quizzes delivered during the term. Each quiz will be worth up to 20 points. If additional pop quizzes are delivered, students will be graded on their five highest quiz scores; although there is no guarantee that additional quizzes will be delivered. There are no exams in this course.

IN-CLASS TEAM PRESENTATION PEER EVALUATIONS
As mentioned earlier in the syllabus, teams will be expected to deliver an in-class presentation summarizing their marketing proposal for the Museum of Fine Arts Boston. During these presentations, students will provide brief written evaluations on each in-class team presentation, offering constructive feedback and assessment of the job done. Students will receive up to 5 credit points on their INDIVIDUAL GRADES for each team evaluation.

ATTENDANCE AND PARTICIPATION POLICIES
Students are expected to attend class, and to arrive with reading assignments completed, prepared to participate in class discussion and team work.

Throughout the entire 15-week semester, students will be allowed five absences for illness and/or emergencies before individual point totals will be adversely affected. After five absences – including excused absences for illness and/or emergencies – students will be docked up to 20 points for every additional missed day.

If and when a student is absent from class, it is the student’s responsibility to contact other students for class notes and announcements.
COURSE GRADE DETERMINATION

Team Work

(Paper) marketing proposal for Atlanta Symphony Orchestra (case study) 50
(Paper) marketing proposal for Pandora Radio (case study) 50
(Paper) marketing proposal for Museum of Fine Arts Boston (case study) 50
(Paper) marketing plan for local arts organization 30
(Presentation) marketing plan for local arts organization 20

Team Case Points 200

Team Peer Evaluation: A-B-C-D-F = 100%-85%-70%-60%-40% multiplier of team points

Team-Based Work Points = 200 x ave. peer evaluation

Individual Work

Facebook postings (13 wks x 4 pts) 52
Quizzes (5 quizzes x 20 pts each) 100
In-class Team Presentation feedback (10 teams x 5 pts) 50

Individual Work Points = 202 points

All points (100%) = 402

Your course grade will be based on your percentage of all possible points using the scale below:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
<th>Letter Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97% - 100%</td>
<td>C+</td>
<td>77% - 79.9%</td>
</tr>
<tr>
<td>A</td>
<td>93% - 96.9%</td>
<td>C</td>
<td>73% - 76.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92.9%</td>
<td>C-</td>
<td>70% - 72.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89.9%</td>
<td>D+</td>
<td>67% - 69.9%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86.9%</td>
<td>D</td>
<td>63% - 66.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82.9%</td>
<td>D-</td>
<td>60% - 62.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>below 60%</td>
</tr>
</tbody>
</table>

STUDENT ACADEMIC CONDUCT

All students in this course are expected to abide by the provisions of Indiana University’s Code of Student Rights, Responsibilities, and Conduct. The code is available online at: http://dsa.indiana.edu/Code. Please also see the “SPEA Academic Policies” section at end of this syllabus.

CLASS SECTION WEBSITE

This section of A354 uses Indiana University’s Oncourse Collaboration and Learning portal for its website. Course announcements, assignments, and other course-related materials will be posted here. It is expected that each student will check the A354 website on a regular basis. Oncourse email will NOT be used for A354. To contact your instructor by email please use the University’s email system (psturm@indiana.edu).
COURSE CALENDAR
Please check Oncourse for due dates pertaining to in-class material, quizzes, analysis writings, and exams.

IMPORTANT: The course calendar schedule is subject to change at the instructor’s discretion.

Week 1: M 1/9  Introduction
Syllabus & course rubrics; form into teams
Week 1: W 1/11  Chap.1: Cultural Enterprises & Marketing
Handout 1: What Americans Care About; Handout 2: Ch.1_Grid explained;
Handout 3: MetroHome_design e-porium; Article 1: Cherbo_"On Valuing The Arts"

Week 2: M 1/16 Martin Luther King Jr. Day - NO CLASS
Week 2: W 1/18  Chap.2: The Product
Handout 4: Ch.2_Product; Handout 5: Long Tail;
Article 2: Rigby et al_"Innovation in Turbulent Times"

Week 3: M 1/23  Chap.2: The Product
Case Reading 1: HBS-Live Nation;
Article 3: Caves_"Contracts Between Art & Commerce"
Week 3: W 1/25  Chap.3: The Market
Case Reading 2: HBS/Ivey-Atlanta Symphony;
Handout 6: Ch.3_Market; Handout 7: Supply & Demand;
Article 4: Frey_"Culture & Economics"

Week 4: M 1/30  Chap.3: The Market
Case Reading 2: HBS/Ivey-Atlanta Symphony
Case Study 1 DUE: written marketing proposal for Atlanta Symphony Orchestra
Week 4: W 2/1  Chap.5: The Private Sector Market
Handout 9: Ch.5_Private Sector Market;
Article 5: Craft_"Corporations As Art Collectors"

Week 5: M/W 2/6 & 8 NO CLASS - Instructor out of town

Week 6: M 2/13 Guest speaker
Week 6: W 2/15  Chap.4: Consumer Behaviors
Handout 10: Ch.4_Consumer Decision Process;
Article 6: Sigurjonsson_"Orchestra Audience Development";
Article 7: Gary_"Simplify and Execute"

Week 7: M 2/20  Chap.4: Consumer Behaviors
Case Reading 3: HBR-What Is A Free Customer Worth? & HBS-Pandora Radio;
Article 8: Anderson_"Free"; Article 9: Krueger_"Economics of Real Superstars"
Case Study 2 DUE: written marketing proposal for Pandora Radio
Week 7: W 2/22  Chap.6: Segmentation & Positioning
Case Reading 4: HBS-Marquee;
Handout 11: Ch.6_Segment & Position; Handout 12: Generational Groupings

Week 8: M 2/27  Chap.7: The Price Variable
Handout 13: Ch.7_Econ 101; Handout 14: Baumol-Bowen_Cost Disease;
Handout 15: Measuring Demand Elasticity
Week 8: W 2/29  Chap.7: The Price Variable
Case Reading 6: HBS/Ivey-Hanson Production;
Article 10: Noonan_"Valuing Arts - Contingent Valuation"
COURSE CALENDAR continued

Week 9: M 3/5  Chap.8: The Distribution Variable
Case Reading 5: HBS-Octone Records (both cases);
Handout 16: Ch.8_Distribution; Handout 17: Just-In-Time

Week 9: W 3/7  Chap.8: The Distribution Variable
Case Reading 5: HBS-Octone Records (both cases)

Break: 3/11-18  Spring Recess - NO CLASS

Week 10: M 3/19  Chap.9: The Promotion Variable
Case Reading 7: HBS-Nettwerk

Week 10: W 3/21  Extra: Guerilla, Buzz, & Viral Marketing
Case Reading 7: HBS-Nettwerk; Handout 18: Guerilla-P2P-WOM-Buzz-Viral

Week 11: M 3/26  Chap.10: Marketing Information Systems
Handout 19: Ch.10_Marketing Information Systems;
Handout 20: Mktg Research Methods & Sampling

Case Study 3 DUE: written marketing proposal for Museum of Fine Arts Boston

Week 11: W 3/28  Chap.11: Planning & Controlling the Marketing Process
Case Reading 8: HBS-Museum of Fine Arts Boston;
Handout 21: Ch11_Strategic Planning & Control;
Article 11: Boorsma+Chiaravalloti_"Arts Mktg & Perf Mgmt"

Week 12: M 4/2  Chap.11: Planning & Controlling the Marketing Process
Week 12: M 4/4  team work (in-class)

Week 13: M 4/9  team presentations: marketing plan for local organization
peer-graded presentations

Local Client Marketing Plan DUE: written marketing plan for local arts organization

Week 13: W 4/11  team presentations: marketing plan for local organization
peer-graded presentations

Week 14: M 4/16  team presentations: marketing plan for local organization
peer-graded presentations

Week 14: W 4/18  team presentations: marketing plan for local organization
peer-graded presentations

Week 15: M 4/23 IU Free Week  team presentations: marketing plan for local organization
peer-graded presentations

Week 15: W 4/25 IU Free Week final class session
Handout 22: Great books;
Article 12: Brown_"Fail Better! Beckett's Secrets of Success"
SPEA Academic Policies

Academic Dishonesty
SPEA faculty do not tolerate cheating, plagiarism, or any other form of academic dishonesty. If you have not done so, you should read the IUB Code of Student Rights, Responsibilities, and Conduct, which can be accessed at http://dsa.indiana.edu/Code/ so you will be sure to understand what these terms mean and what penalties can be issued for academic dishonesty. Academic dishonesty can result in a grade of F for the class (an F for academic dishonesty cannot be removed from the transcript). Significant violations of the Code can result in expulsion from the University.

Plagiarism is using another person’s words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the Code of Student Rights, Responsibilities, and Conduct, a student must give credit to the work of another person when he/she does any of the following:

a. Quotes another person’s actual words, either oral or written;
b. Paraphrases another person’s words, either oral or written;
c. Uses another person’s idea, opinion, or theory; or
d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

Civility
Civility is important in an academic community to ensure that all parties—students, staff, and faculty—are working in an environment that fosters achievement of the individual’s and community’s goals and objectives. Civility requires all parties to demonstrate personal integrity and conduct themselves in a manner that shows respect, courtesy and tolerance to others. Examples of discourteous behaviors during class include reading the newspaper, listening to headphones, talking or laughing with others, chronically arriving late, and so forth. These behaviors are distracting to the instructor and classmates, and SPEA faculty will address these problems as they arise. Maintaining and fostering civility inside and outside the classroom is especially important to SPEA, which is a professional school.

Pursuant to the Indiana University Student Code of Conduct, disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be immediately reported to the Office of The Dean of Students for appropriate disposition which may result in disciplinary action including possible suspension and/or expulsion from the university.

Communication between Faculty and Students
In order to verify the identity of all parties involved, effective September 1, 2004, all email communication from current SPEA students to SPEA staff must originate from an Indiana University email account. For email communication with SPEA faculty, current SPEA students should refer to course syllabi for instructors’ preferences (Oncourse, Webmail, etc.). This policy applies to current students only. Instructions for forwarding your IUB email to another account can be found at http://kb.indiana.edu/data/beoj.html?cust=687481.87815.30.

Course Withdrawals
Students who stop attending class without properly withdrawing from the class may receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. Poor performance in a course is not grounds for a late withdrawal.
SPEA Academic Policies continued

No withdrawal forms will be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from the SPEA Student Services window. Instructions for completing it are given on the form.

**Withdrawal Deadlines**

| Course deleted from record, no grade assigned, 100% refund (Advisor signature **IS NOT** required) | Week 1 (last day) |
| Withdrawal with automatic grade of W (Advisor signature **IS** required) | Week 2 – Week 7 (regular session)  
Week 2 – Week 3 (summer session) |
| Withdrawal with grade of W or F (Advisor and instructor signatures **ARE** required) | Week 8 – Week 12 (regular session)  
Week 3 – Week 4 (summer session) |

**Incompletes**

A grade of incomplete (I) indicates that a ‘substantial portion’ of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that such that it would be unjust to hold the student to the established time limits for completing the work. To be eligible for the incomplete in a SPEA course, the student’s work must be of passing quality, and the student must have completed 75% of the course requirements. Poor performance in a course is not grounds for an incomplete. SPEA follows the campus guidelines, which may be accessed at the Office of the Registrar’s website at [http://www.indiana.edu/~registra/Registration/genreginfo.html#inc](http://www.indiana.edu/~registra/Registration/genreginfo.html#inc), in awarding incompletes. Incompletes must be removed within a time period not to exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an ‘F’ if the work is not completed within the allotted timeframe established by the instructor.

**Students Called to Active Duty**

SPEA encourages any student who is in the Indiana Military Reserves and is called to active duty to finish his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing with 100% fee refund, but this request must be made within one week of being called to active duty. Students who are called to active duty may qualify for an incomplete (provided that all the above criteria have been met). For further information, please see the Office of the Registrar’s website at [http://registrar.indiana.edu/Services/reserves.html](http://registrar.indiana.edu/Services/reserves.html).

**Final Exam Schedule**

There is no final exam for this section of A354.