

## General Studies Gold Request Form

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Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

### Submission Information

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College/School

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Herberger Institute for Design and the Arts (CHI)

Department/School

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School of Music, Dance and Theatre (CMUSIC)

Submission Type

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New Request

Requested Effective Date

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Summer 2025

ASU Request

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Is this request for a permanent course or a topic?

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Permanent Course

Subject Code

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THP

Course Number

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351

Units/Credit Hours

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3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

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Arts Management

Course Catalog Description

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Management, organizational behavior and human behavior in the arts; marketing, financing and budgeting for the arts.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

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Prerequisite(s): Herberger Institute for Design and the Arts student or minimum 45 hours OR Visiting University Student

Is this a crosslisted course?

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No

Is this course offered by (shared with) another academic unit?

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No

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

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General Studies Gold Designation Request

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Requested Designation

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Humanities, Arts and Design (HUAD)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

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[FinalSyllabus\\_THP351\\_ArtsManagement\\_Peavey\\_GSHUAD.docx \(1\).pdf](#)

Humanities, Arts and Design (HUAD)

The humanities explore questions of human existence and meaning, the nature of thinking and knowing, and moral and aesthetic experience. Humanities reflect on values of all kinds and seek to make the human mind more analytical, contemplative, and expansive. They are often concerned with the study of textual and artistic practices of cultures, such as traditions in literature, philosophy, religion, ethics, history, and aesthetics; the humanities also explore human thought and action and its application to human environments. They deepen awareness of the breadth of human heritages, traditions, and histories; build literacy and critical thinking skills in evidence analysis and argumentation; and implicitly or explicitly promote the application of this knowledge to contemporary societies.

The study of arts and design deepens our awareness of human societies and cultures. The arts have as a primary purpose the creation and study of objects, installations, performances, and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces; their historical development; and their significance in society and culture. Disciplines in the arts and design often employ nonverbal modes of thought and communication, and courses in these areas tend to focus on sounds, objects, images, and structures and/or on the practical techniques and historical development of and innovation in artistic and design traditions.

Upon completion of a course in Humanities, Arts and Design, students will be able to complete all outcomes in one of the two following groups.

**Group 1:**

1. Analyze cultural creations or practices in historical or contemporary context.
2. Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.
3. Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.
4. Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking.

## **Group 2:**

1. Analyze cultural, political, or social practices, texts, or discourses in historical or contemporary context.
2. Communicate coherent arguments or narratives using evidence drawn from qualitative or quantitative sources.
3. Identify perspectives or values as manifested in a given philosophical or religious framework or a given historical or cultural context.

Choose the appropriate group of HUAD learning outcomes for this course.

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## Group 2

**Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.**

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. Do not provide links to Canvas shells.

HUAD Learning Outcome 1 (Group 2): Analyze cultural, political, or social practices, texts, or discourses in historical or contemporary context.

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The course as a whole is deeply aligned with understanding humanities, arts, and design collectively. Students must understand and work with all three of these areas of inquiry and knowledge in order to effectively assess and interpret the missions, visions, and structure of arts organizations in core assignments throughout the class. To succeed in the course students must analyze and interpret not only key texts about and by arts organizations but also the relationship between arts organizations and their communities, including the cultural, political, social, and aesthetic dimensions of programming, marketing, communications, and policy-making within arts organizations.

In this course, students complete multiple assignments that require analysis of cultural practices in the arts. In the module 3 analysis exercise, for instance, students must analyze mission statements for three arts organizations and assess them in light of cultural and historical trends in vision and mission for arts organizations.

Module 3 analysis exercise part 1 overview:

PART 1.

For each of the three mission statements read in class, analyze whether or not the mission statements address the following elements identified by scholars as characteristic of a good mission statement:

1. the what of the arts organization

2. the why of the arts organization
3. the statement will lead to real action

Submit three total paragraphs, one for each mission statement. Be sure to analyze the examples based on the elements listed above. You do not need to assess the success of the organization in fulfilling its mission. Part of your grade is based on writing mechanics so please pay attention to grammar, spelling, punctuation, and syntax.

HUAD Learning Outcome 2 (Group 2): Communicate coherent arguments or narratives using evidence drawn from qualitative or quantitative sources.

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In this course, students are frequently required to defend arguments using evidence from qualitative and quantitative sources as a core skill for arts management. Effective arts advocacy within and beyond arts organizations hinges on the ability to make arguments using evidence, which is a core skill practiced in this class. For instance, in Module 7's short essay assignment, they must use specific evidence to defend an argument about an arts organization's management approach, both analyzing the organization's public-facing material and applying principles from the course textbook to the assessment of a marketing approach or philosophy based on this material.

Module 7 essay assignment overview:

Submit a short essay (200-400 words) that responds to the following prompt:

Consider the arts organization you selected earlier in the class. On pages 431 - 433 of *Management and the Arts*, Byrne discusses three marketing approaches. Based on your assessment of this organization's website, which approach do they use? Please cite specific examples from their website to support your argument.

From your perspective as an audience member, what marketing campaigns and methods are most effective and why? What recommendations would you offer to this organization based on your assessment.

HUAD Learning Outcome 3 (Group 2): Identify perspectives or values as manifested in a given philosophical or religious framework or a given historical or cultural context.

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This class focuses most of its attention on identifying, analyzing, and refining philosophical perspectives on arts management within specific cultural and organizational contexts. These skills are critical for the class in that they are core activities for good arts management; students must be able to identify and articulate management philosophies within the context of their aesthetic and cultural intention and impact. Below we reference the module 10 exercise as an example of how students are required to do assessment of perspectives and values on management in the course.

Module 10 exercise:

The reading selection "The Art of Governance, Boards in the Performing Arts" by Nancy Roche and Jaan Whitehead includes six short essays about board relations from board members, artistic leaders of organizations, and executive directors. Choose ONE to read.

Using the one essay you've read, the Dreeszen chapter, and the Module 10 lecture, write a short (200 - 400 words) essay on one of the themes listed below. Your essay should focus on governance and management philosophy of arts organizations, which refers to the mechanisms, processes and relations by which the board is controlled and operated, and how those structures are influenced by and productive of specific organizational, aesthetic, and cultural impacts. Be

sure to cite specific examples from the chosen essay, the lecture, AND Dreeszen in your response to the question below.

"Why is [insert chosen theme from list below] important to the governance of arts organizations?"

1. "Fit" between board members and mission
2. One on one relationship building
3. Involvement
4. Trust and respect
5. Diversity
6. Relationships and interactive feedback

List all course-specific learning outcomes. Where appropriate, identify the associated HUAD learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a HUAD learning outcome.

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In this course, students will

1. Analyze human behavior and philosophies of organization and management in and with arts organizations (HUAD LO 1, 3; Group 2)
2. Assess the historical and contemporary relationship between arts organizations and individual artists (HUAD LO1, 2; Group 2)
3. Analyze and creatively problem solve issues related to arts management (HUAD LO 2; Group 2)
4. Assess and forecast the economic and political climate for the arts in the U.S. (HUAD LO 1, 2; Group 2)

Provost Use Only

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Backmapped Maroon Approval

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No Response

## Form Submission - Proposer

Submitted for Approval | Proposer

Katie Peavey - October 11, 2024 at 2:18 PM (America/Phoenix)

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## Department Approval

Approved

Heather Landes

Karen Schupp - October 11, 2024 at 2:20 PM (America/Phoenix)

Syllabus was submitted to Kualu CM on 10/8

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## GSC Coordinator Review

Approved

TJ Robedeau - October 11, 2024 at 3:50 PM (America/Phoenix)

April Randall

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## Assistant Vice Provost Review

Approved

Tamiko Azuma - October 14, 2024 at 11:16 AM (America/Phoenix)

All required components confirmed.

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## Pre-GSC Meeting

Approved

TJ Robedeau - October 14, 2024 at 11:20 AM (America/Phoenix)

April Randall

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## Humanities, Arts and Design (HUAD) Subcommittee

Acknowledgement Requested

William Hedberg

Megan Todd

Jessica Sturgess - October 30, 2024 at 9:28 AM (America/Phoenix)

We recommend a revise and resubmit. Although the committee sees HUAD learning outcomes #1 and #3 clearly, #2 feels underdeveloped. The assignments need to highlight more clearly the engagement with broader aspects of the humanities.

Catherine Saucier

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## General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

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## Registrar Notification

Notification

Courses Implementation

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## Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

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## Proposer Notification

Notification

Katie Peavey

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## College Notification

Notification

Stephani Etheridge Woodson

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## ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

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## DARS Notification

Notification

Leticia Mayer

Peggy Boivin

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## EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel

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