 **DANC 470**

**Section: 22564, 2 Units**

**Day: Tuesday**

**Time: 2:00 - 3:50 pm**

**Location: KDC 241**

**Instructor: Bonnie Oda Homsey**

**Office: TBD (in the Faculty Suite)**

**Office Hours: In-person meetings can be scheduled before/after the Tuesday class. Professor is also available via email M-F from 10am – 5pm**

**Contact Info:** **homsey@usc.edu**

**Catalog Description**

An examination of leadership in the dance world through concepts of capacity building, strategic planning, and infrastructure to articulate a mission statement, understand models of entity structure, contracts, marketing, financial responsibilities, governance, engagement with community, and funding.

**Course Description**

Dance 470 course goal is to introduce the process of implementing professional development, management and entrepreneurial practices to transition from the campus into the creative economy. The course is built on intersecting elements of lectures, directed reading, handouts, class exercises, and weekly assignments in examining segments of Artistic Identity, Business Practices, and Grantsmanship.

**Learning Objectives**

The course objectives are: to articulate artistic identity in a mission statement; to implement strategic management and operational business governance and protocols; to gain perspective on shifts driving the arts/dance funding landscape and creative economy; and to implement self-sustaining practices. The weekly assignments reinforce practical application of the course material presented. Guest speakers add expertise to augment the scope of information presented. The course culminates in students producing an “Employment Strategies Plan” booklet.

**Prerequisite(s): None**

**Co-Requisite (s): None**

**Concurrent Enrollment:** N/A

**Recommended Preparation**: N/A

**Description and Assessment of Reading Assignments**

Students must complete the reading assignment before the class for which it is listed. Students must be prepared to actively participate in every class discussion on the reading assignment.

**Required Reading Materials**

No textbooks are required for the course but there is one required reading listed below with the online links to the source. **Students must complete reading the required materials before the session for which it is the assignment.**

**National Endowment for the Arts, “Creativity Connects Report: Trends and Conditions Affecting U.S. Artists.” September 2016.**

 Part I: Shifts in the Artist Population and the Ways Artists Work, 7-12.

 Part 2: Technology, Economics, Equity, and Training, 13-22.

<https://www.arts.gov/50th/creativity-connects/report>

**Optional Reading Suggestions**

Optional readings are listed below as complimentary source materials.

**2019 Otis College of Art and Design, “Otis Report on the Creative Economy.”** Executive Summary, 9 – 19.<https://www.otis.edu/system/files/Otis%20Creative%20Economy%20Report%20-%20digital.pdf>

# 2019 The Top 40 Most Arts-Vibrant Communities in America, by Zannie Giraud Voss, Glenn Voss, with Daniel Fonner and Ludovica. <https://culturaldata.org/pages/arts-vibrancy-index-2019/>

**2019 Deloitte Global Human Capital Trends,** **“Leading the Social Enterprise: Reinvent with a Human Focus.”** Deloitte University Press.<https://www2.deloitte.com/content/dam/insights/us/articles/5136_HC-Trends-2019/DI_HC-Trends-2019.pdf>

**California Secretary of State. “Starting a Business.**” <http://www.sos.ca.gov/business-programs/business-entities/starting-business/>

**Mid-Term and Final Exam**

Students are required to attend and complete the Mid-Term and Final Exams on the dates listed below – **unless an update is provided**. There is no make-up date. Exam questions will be drawn from lectures.

 **Mid-Term: Tuesday, February 25, 2020 from 2:00 - 3:50 pm, Room 241**

 **Final Exam: Tuesday, May 12, 2020 from 2:00-3:50 pm, Room 241**

**Course Project is the “Employment Strategies Plan” Booklet (due on April 21, 2020)**

“Employment Strategies Plan” (ESP) booklet contains the following six items:

**Mission Statement, SWOT Analysis, Employment Wish List,**

**Infrastructure Categories and Subsets, and Monthly Budget.**

**Course Grading System**

The course is standard grading based on the following points system:

A+ = 100 points B+ = 88-90 points

A = 95-99 points B = 85-87 points

A- = 91-94 points B- = 81-84 points

C+ = 78-80 points D+ = 67-70 points

C = 75-77 points D- = 61-63 points

C- = 71-74 points F = 60 or below

**Grading Breakdown**

Students will be graded on the following breakdown:

Attendance 10%

Participation 10%

Mid-Term Exam 20%

Course Project 40%

Final Exam 20%

Total 100%

**Attendance Policies**

Regular attendance is required as the course information and materials are presented sequentially. For this course, it is important to arrive for class fully prepared; to be fully attentive and focused (no texting or internet surfing is permitted); to practice and expand communication/public speaking skills in class discussions and asking thoughtful questions; to exercise personal responsibility and consideration of others at all times. Chronic tardiness may be recorded as an absence. After one excused absence, a student loses two (2) points per day, one for participation and one for attendance.

**Weekly Assignment Submission Policy**

Students must email the weekly assignment to Instructor **the day** **before the next class session**. This gives Instructor time to review and provide written comments on each student’s work. The weekly assignments, including any required reading, will be discussed at the beginning of the next class session listed on the Syllabus.

**Course Schedule: A Weekly Breakdown**

IMPORTANT:

In addition to in-class contact hours, all courses must also meet a minimum standard for out-of-class time, which accounts for time students spend on homework, readings, writing, and other academic activities. **For each unit of in-class contact time, the university expects two hours of out of class student work per week over a semester.**

(Please refer to the *Contact Hours Reference,* located at usc.edu/curriculum/resources.)

**Course Schedule: This Weekly Breakdown is subject to change.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Topics/Daily Activities** | **Weekly Assignment** | **Required Reading** |
| Class 1Jan 14 | Welcome & Syllabus review **Artistic Identity (AI):** Key concepts; Mission; core values; SWOT Grid; Executive Functions | **1.Complete Worksheet & email just the mission statement. 2. Complete SWOT Grid (Handout)** | **“Creativity Connects,” Part 1, p. 7-12**  **Do BEFORE the first session on Jan 14th.** |
| Class 2Jan 21 | **A.I.** Career development; Employment Tool Box; neutral stance; mission pitch.  | 1. Revise documents as needed.**2. Do required reading.** | **“Creativity Connects,”**  **Part 2, p. 13 – 22.** |
| Class 3Jan 28 | **A.I.** Employment preparation; Employment Wish List; Letter of Inquiry; Performance History and TRS documents. | **1. Create Employment Wish List with 3 entries.****2.** **Create Letterhead.**  |  |
| Class 4**Feb 4** | **A.I.** Employment strategies; Infrastructure; Marketing phases; creating effective PR pieces; Press Release | **1. Create Letter of Inquiry based on EWL.****2. Revise EWL as needed.** |  |
| Class 5Feb 11 | **Business Practices (BP**): Intro to management and operational tasks; governance, SWOT Analysis; entity structure models  | **Create “Infrastructure and Subsets” List with at least 3 categories.** |  |
| Class 6Feb 18 | **Review for Mid Term and class exercises.** | **Review for Mid Term.** |  |
| Class 7Feb 25 | **Midterm Exam** | **1.Do SWOT Analysis 2. Revise Infrastructure as needed.** |  |
| Class 8March 3 | **BP:**  C, S, I re Financial responsibility Monthly Budget; Cash Flow Budget; Project Budget.  | **Create Monthly Budget.** |  |
| Class 9Mar 10 | **B.P**: Introduction to Contracts and letter of agreement; intellectual property rights. | **Revise SWOT Analysis. and Monthly Budget as needed.** |  |
| Mar 17 | **NO CLASS - Spring Break** |  |  |
| Class 10Mar 24 | **Grants:** Introduction to funding landscape and trends; grant readiness; competitive grant writing. | **Write paragraph:****“How You Are Applying Dance 470 concepts to Your Life/Career.”** |  |
| Class 11Mar 31 | **Guest Speaker**  | **Begin finalizing the ESP documents as needed.** |  |
| **Class 12**April 7 | **Grants**.: Individual artist fellowships; evaluation methodology; donor trends  | **Finalize documents of ESP Booklet.** |  |
| Class 13April 14 | **Grants**.: Fiscal Sponsors; Crowdfunding; mock grant application | **Finalize documents of ESP Booklet.** |  |
| Class 14April 21 | Grant wrap up and prepare for oral presentation. | **ESP booklet is DUE!** |  |
| Class 15April 28 | Review of course, and oral presentation. | **Prepare for Final Exam.** |  |
| May 12 | **Final Exam**  |  | Date: Consult the USC *Schedule of Classes* at [www.usc.edu/soc](http://www.usc.edu/soc).  |

**Class Conduct**

Students are expected to arrive promptly and ready to take notes in class. Phones will not be allowed and should not be visible during class. Texting or internet engagement during class time will result in lowering of the class grade. Students are expected to be courteous, respectful, and collegial in listening and learning from other’s views. Be mindful that we have differences in communication styles, life experiences, and everyone has the chance to participate in class. No inflammatory language, demean what others may share, interrupt, or make offensive remarks. What is said in the classroom stays in the classroom.

**Please Note**

This class takes place at a university committed to equity for all students, where diversity and inclusion are considered critical to the academic environment. In this classroom, free speech is respected and civil discourse is expected, with a safe learning environment the priority. We will endeavor to use language that is respectful particularly when it comes to differences in age, ethnicity, gender identity or expression, race or socioeconomic status. If you have a preferred gender pronoun that is not being used, please advise the instructor.

**Statement on Academic Conduct and Support Systems (rev 8.2018)**

**Academic Conduct:**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](https://policy.usc.edu/scampus-part-b/). Other forms of academic dishonesty are equally unacceptable. See additional information in *S Campus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

**Support Systems:**

*Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [engemannshc.usc.edu/counseling](https://engemannshc.usc.edu/counseling)

*National Suicide Prevention Lifeline – 1 (800) 273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org/)

*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](https://engemannshc.usc.edu/rsvp/)

 *Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu/)

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu/)

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](https://studentaffairs.usc.edu/bias-assessment-response-support/)

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu/)

*Student Support and Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](https://studentaffairs.usc.edu/ssa/)

*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](https://diversity.usc.edu/)

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

In the event of a university-wide emergency, guidance and directions will be shared by Campus Emergency Operations in all available outlets, including the website and TrojanAlerts. Students are encouraged to maintain close contact with all available communication avenues for updates to university operations. USC Kaufman will abide by all university protocols and recommendations. If the Kaufman Dance Center is not available when classes resume, students can receive updates from the school’s Departmental Operations Center (DOC) on Ramo Lawn (between Thornton School of Music and Norris Cinema, close to the Bing Theatre).

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.*

Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu/)