

## **ARTEDUC 5687**

### **The Social World of the Arts**

We often think about the arts as primarily aesthetic endeavors, but the social world around the creation, production, distribution, and reception of art are key in understanding the role of art and of artists in society. In this class, students will use a sociological lens to examine how individuals and groups create, produce, distribute, and consume art. The themes of this course will allow us to answer questions like, but not limited to, the following: Why do trends in the arts happen when they do? Why is “selling out” looked down on by so-called “starving artists”? Can we predict which pieces of art will become popular? How does an artist’s gender or race impact their reception among critics? Using this lens to think about art, we will consider a wide variety of genres of art, arts scenes, and cultural products including TV scripts, fiction books, rap cyphers, stand-up comics, record label interns, high-priced modern art, and artist activists whose work creates social value.

#### **General Information:**

Thursdays 1:00 PM-3:45 PM

Class meets online, synchronously at :

<https://osu.zoom.us/j/97416263397?pwd=YU5ISFUyd050VC9yY2x0NjBJUGt1QT09>

#### **Professor:**

Dr. Rachel Skaggs

Lawrence and Isabel Barnett Assistant Professor of Arts Management

Department of Arts Administration, Education, and Policy

The Ohio State University

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#### **Office Hours:**

Book office hours with me through the Calendly site (<https://calendly.com/rachelskaggs>). On this site, you will be instructed to pick from times that are available on my calendar, and it will automatically put your chosen meeting time on my personal work calendar. Meetings will be on zoom, so please generate a zoom link to put in your meeting request so that we know where to meet.

NOTE: All students must come to office hours at least once during the semester as part of the participation grade.

## Course Objectives:

By the end of this course, students will:

1. Understand how social forces structure and interact with the creation, production, distribution, and reception of artistic works
2. Apply sociological theories of the arts to real world examples and events in the arts and be able to communicate this in written and spoken communication
3. Be able to analyze and make recommendations about how and artist or arts organization might increase the economic and/or social impact of their art in society

## Required Readings:

- Childress, Clayton. 2017. *Under the Cover: The Creation, Production, and Reception of a Novel*. Princeton University Press. Princeton, NJ.
- *A Sociology Experiment*, Chapter 5, Culture. **Purchase only Chapter 5** online at: <https://www.sociologyexperiment.com/entry-for-students/>
- All other course readings will be available in Carmen under the Files tab.

\*\*\*Graduate Students taking this course will also read the following:

- Bourdieu, Pierre. 1983. "The Field of Cultural Production, Or: The Economic World Reversed." *Poetics* 12: 311-356. (Read by fourth class meeting 2/4/21)
- Becker, Howard. 1984. *Art Worlds*. University of California Press (Read by seventh class meeting 2/25/21)

And one of (Read by 11<sup>th</sup> class meeting 3/25/21):

- Lena, Jennifer C. 2012. *Banding Together: How Communities Create Genres in Popular Music*. Princeton University Press
- Cornfield, Daniel B. 2015. *Beyond the Beat: Musicians Building Community in Nashville*. Princeton University Press.
- Tepper, Steven J. 2011. *Not Here, Not Now, Not That: Protest over Art and Culture in America*. University of Chicago Press.
- Gerber, Alison. 2017. *The Work of Art: Value in Creative Careers*. Stanford University Press.

## Course Policies

**Attendance:** All absences require an e-mail to the instructor explaining the reason for the absence, preferably before the class meeting. A student's final course grade will be reduced by half a letter grade for each unexcused absence that occurs after one absence. A student can fail this course due to poor attendance.

**Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

**Plagiarism:** Copying/claiming someone else's words, ideas, or works (i.e., essays, term papers, in part or in full) as your own is considered plagiarism. A proper reference style should be used when using words or ideas of other people. Suspected cases of plagiarism will be reported immediately to the Committee on Academic Misconduct. The Committee regards academic misconduct as an extremely serious matter, with serious consequences that range from probation to expulsion. *If in doubt, credit your source.* Be sure to consult the course instructor if you have questions about plagiarism, paraphrasing, quoting, or collaboration.

### **Disability Services:**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### **Title IX Information:**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

**Mental Health Services:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life's Counseling and Consultation Service (CCS)** by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

## Assignments:

Participation in Class Discussions & Office Hours Visit: Students will be active participators in course discussions, having read and prepared themselves for each class session. Additionally, students are required to virtually come to the instructor's office hours at least once. Since participation is a key component of the final grade, students will complete a midterm participation self-assessment, and I will respond with comments about how to improve or maintain participation based on the self-assessment.

Presentation of Current Event in the Arts: Each student will be required to give a short presentation to the class about an issue or current event in the arts as it relates to course themes. The student should spend about 5 minutes introducing the topic to the class and should be prepared to field questions and generate discussion in relation to other course materials. Students are welcome to use the presentation medium of their choice (e.g., Prezi, PowerPoint, lecture with handout, etc.). Students will sign up for their presentation day during the first class session. This assignment allows students to receive feedback on oral presentation and communication skills, in addition to the content of their presentation, toward preparing for the final presentation.

Reading Quizzes: We will have 3 pop quizzes to ensure that students are reading and understanding the assigned material.

Response Memos: Students will write 3 memos throughout the term. Each prompt will be in the assignments tab on Carmen. This assignment should be treated as a chance for reflection on the course readings in context with what you have learned to this point and the things happening in the social world of the arts around you. Each student will write 1-2 pages to consider these themes. Homework will be turned in on Carmen before the start of the class session on the week it is due. These assignments allow students to receive feedback on written communication skills, in addition to the content of their memos, toward preparing for the final paper project.

Midterm Assessment: The course midterm will be given on March 11<sup>th</sup> in class. You will not be required to sign onto Zoom for the midterm, but the exam will take place during the scheduled course time. You will have the entire allotted course period for the exam.

\*\*\*Graduate students will take the midterm and will write an additional essay comparing the three key theoretical perspectives of the course (Production of Culture, Field Theory, *Art Worlds*)

Final Paper & Final Presentation: Detailed instructions to be given in class and listed on Carmen. The final presentations will be on 4/8 and 4/15 in class, and the final paper is due to be turned in digitally on the night of 4/18 by 11:59 PM.

ASSIGNMENT:	Grade %
<b>PARTICIPATION</b>	15%
<b>PRESENTATION OF CURRENT EVENT IN THE ARTS</b>	5%
<b>READING QUIZZES (3)</b>	5%
<b>RESPONSE MEMOS (3)</b>	20%
<b>MIDTERM ASSESSMENT</b>	20%
<b>FINAL PAPER</b>	25%
<b>FINAL PRESENTATION</b>	10%

## OSU Grading Scale:

	A (93% - 100%)	A- (90% - 92%)
B+ (87% - 89%)	B (83% - 86%)	B- (80% - 83%)
C+ (77% - 79%)	C (73% - 76%)	C- (70% - 72%)
D+ (67% - 69.9%)	D (60% - 66.9%)	E (0% - 59.9%)

## Course Schedule:

*Course schedule is subject to change with notice from instructor.*

Date	Theme	Readings	Assignments
January 14	Course Introduction		
January 21	How is the creation of art a social process?	Culture Chapter Childress Chapters 1,2	
January 28	How is the creation of art a social process?	Childress Chapter 3 Peterson and Anand 2004 <a href="#">99% Invisible Podcast "Whomst among us Let the Dogs Out?"</a>	
February 4	How is the production of art a social process?	Childress Chapters 4,5 Becker 1974  Grad Students: Bourdieu 1983	Memo 1
February 11	How is the production of art a social process?	Childress Chapters 6,7 Bielby and Bielby 1994 <a href="#">Reply All Podcast "The Case of the Missing Hit"</a>	
February 18	How is the reception of art a social process?	Childress Chapters 8,9 Banks 2016 Chong 2011	
February 25	How is the reception of art a social process?	Childress Chapters 10,11 Peterson and Kern 1996 <a href="#">Cocaine and Rhinestones Podcast "The Pill: Why Was Loretta Lynn Banned?"</a>  Grad Students: Finish Becker Book	
March 4	Discussion with Dr. Clayton Childress & Midterm Review		Memo 2
March 11	Midterm Assessments		
March 18	Precarity in Artistic Careers	Lingo and Tepper 2013 Frenette 2013 Adler 2020	
March 25	Insiders and Outsiders	Reilly 2018 Lee 2009 O'Brien, Taylor, and Brooks 2020	
April 1	Artist Activists & Skype discussion with Megan Jordan, MA	PolicyLink 2017 <a href="#">Jordan 2019 "We, the 100 Million"</a>	Memo 3
April 8	In-class Final Project Presentations		
April 15	In-class Final Project Presentations		Final Project Due by April 18 at 11:59 PM