

# AAD 520: THE ARTS AND ARTISTS IN SOCIETY



## Instructor Information

**Instructor:** Dr. Yuha Jung

**Email:** [yuha.jung@uky.edu](mailto:yuha.jung@uky.edu)

**Telephone:** 859-218-3737

**Virtual Office Hours:** TBD

**Response Time:** Professor will respond to student emails within 48 hours.

### UK's Information Technology Customer Service Center

**Website:** <http://www.uky.edu/ukat>

**Telephone:** 859-218-HELP

**Email:** <http://www.uky.edu/ukat/help>

## Course Description

The arts and artists have influenced concepts of love, war, religion, race, ethnicity and gender and helped societies face problems, celebrate accomplishments, mourn losses, beautify environments and drive economies. The course offers an investigation of the intersection of arts and civic life. Through the exploration of topics including the intrinsic and extrinsic value of the arts; and social, economic and political trends, students will learn the role of the arts and artists in historical and contemporary society.

## Course Outcomes

Upon completing this course students will be able to:

- Describe the intrinsic and extrinsic value of the arts and artists in society
- Describe the ways the arts have influenced concepts of love, war, religion, race, class, ethnicity and gender.
- Describe the ways the arts have assisted societies to face problems, celebrate accomplishments, mourn losses, beautify environments and drive economies.
- Describe the purpose and impact of arts organizations in the United States
- Explain the impact of social, economic and political trends on artists and arts organizations in the United States and internationally
- Investigate contemporary conditions and arts policy issues impacting arts organizations and artists
- Discuss best practices on how artists and arts organizations work with and interact with their local communities.
- Discuss the economic justifications for arts-related undertakings, and analyze the interplay between the arts and commercialism

## Required Texts

- No full books or full length publications are required for the course. All reading materials are journal articles and/or writings available in the course

## Course Schedule

### Unit 1: Artists & Arts Organizations Among Us

#### Unit Outcomes:

- Explore your local arts community by creating a visual model that represents the connections and different layers among the arts and culture organizations and agencies

#### Readings:

- Filicko, Therese, and Sue Anne Lafferty. "Defining the Arts and Cultural Universe: Lessons from the Profiles Project." *The Journal of Arts Management, Law, and Society* 32, no. 3 (2002): 185-205. doi:10.1080/10632920209596974.

#### Tasks/Assignments Due:


- Unit 1 Discussion: Visual Model and Discussion of Arts and Cultural Universe

## Unit 2: Fundamental Roles Part I: The Pedagogy of Artists

#### Unit Outcomes:

- Explain the innovative artists' educational roles as public intellectuals and cultural workers
- Propose ideas about how arts administrators may work to reposition, influence, and/or expand the roles and pedagogy of artists

#### Readings:

- Becker, Carol. "Artist as Public Intellectual  " in *Education and Cultural Studies: Toward a Performative Practice* edited by Henry A. Giroux and Patrick Shannon, 13-24. New York: Routledge, 1997.
- Keys, Kathleen. "Plazabilities for Art Education: Community as participant, collaborator & curator." *The Journal of Social Theory in Art Education*, 27 (2007): 97-117.
- Kortan, David. "Are You a Culture Worker?" *Yes! Magazine*, Aug 8, 2011, <http://www.yesmagazine.org/blogs/david-korten/are-you-a-culture-worker>.

#### Tasks/Assignments Due:

- Unit 2 Discussion: Artists' Roles
- Group Wiki Assignment: The Role of the Artist

## Unit 3: Fundamental Roles Part II: The Pedagogy of Arts Organizations

#### Unit Outcomes:

- Compare and contrast the role of an anchor arts organization with the role of a local/regional/state art agency
- Critique an arts organization on its role and/or pedagogy within contemporary society

#### Readings:

- Ewell, Maryo. "Community Arts Councils: Historical Perspective." *Culture Work* 5, no. 1 (2000). <http://pages.uoregon.edu/culturwk/culturework15.html>
- Parker, Susan. *Building arts organizations that build audiences*. Wallace Foundation, 2012. <http://www.wallacefoundation.org/knowledge-center/Documents/Building-Arts-Organizations-That-Build-Audiences.pdf>

#### Tasks/Assignments Due:

- Unit 3 Video Discussion: Arts Organization Reflection

- Unit 3 Journal: Critical Review of Arts Organization

## Unit 4: Intrinsic & Extrinsic Value of the Arts

### Unit Outcomes:

- Compose an arts advocacy letter by presenting an argument with intrinsic and extrinsic values and delivering it to a legislator
- Analyze the importance of the valuation and advocacy for the arts

### Readings:

- Jensen, Joli. "Expressive Logic: A New Premise in Arts Advocacy." *The Journal of Arts Management, Law, and Society* 33, no. 1 (2003): 65-80. doi:10.1080/10632920309597342.
- McCarthy, Kevin F., Elizabeth Heneghan Ondaatje, Laura Zakaras, and Arthur Brooks. "Reframing the Debate About the Value of the Arts." Santa Monica, CA: RAND Corporation, 2005.

### Tasks/Assignments Due:

- Unit 4 Journal: Advocacy Letter
- Group Wiki Assignment: Value of the Arts Reading Reflection

## Unit 5: Economic Impact & Justifications

### Unit Outcomes:

- Craft an effective advocacy speech in responding to budget cuts to the arts by using the arguments and data from economic impact studies
- Analyze economic impact studies by identifying key points, strengths, and weaknesses to formulate an effective advocacy message for the arts

### Readings:

- *Arts & Economic Prosperity IV: The Impact of Nonprofit Arts and Culture Organizations and Their Audiences, Summary Report.* Washington, DC: Americans for the Arts. 2011.
- Cohen, Randy, William Schaffer, and Benjamin Davidson. "Arts and Economic Prosperity: The Economic Impact of Nonprofit Arts Organizations and Their Audiences." *The Journal of Arts Management, Law, and Society* 33, no. 1 (2003): 17-31. doi:10.1080/10632920309597338.

### Tasks/Assignments Due:

- Unit 5 Video Discussion: Arts Administrator as Arts Advocate
- Unit 5 Journal: Economic Impact Studies

## Unit 6: Danger Zones: Sex, Religion, Bodies and Ideas in the Arts

### Unit Outcomes:

- Write a philosophy statement about censorship and controversy by examining issues behind arts censorship
- Discuss the challenges of censorship and controversy in the arts

#### Readings:

- Cohen, Patricia. "Obama to Nominate Jane Chu to Head Arts Endowment." *New York Times*, February 13, 2014.  
<http://artsbeat.blogs.nytimes.com/2014/02/13/obama-to-nominate-jane-chu-to-head-arts-endowment/>
- Darts, David. "The Art of Culture War: (Un)Popular Culture, Freedom of Expression, and Art Education." *Studies in Art Education* 49, no. 2 (2003): 103-121.
- Quigley, Margaret. *The Mapplethorpe Censorship Controversy: Chronology of Events, The 1989-1991 battles*. Political Research Associates. Accessed October 26, 2016.

#### Tasks/Assignments Due:

- Unit 6 Video Discussion: Controversy, Censorship, and Danger Zones
- Collaborative Writing Assignment: Censorship and Controversy

## Unit 7: Continued Debate: Public Culture & Policy in the United States

#### Unit Outcomes:

- Articulate one's understanding and stance on public culture in the United States
- Suggest ways to influence public culture in the United States as a current and future arts administrator
- Examine political and policy implications on the formation of public culture
- Summarize and critique a journal article to practice for the final research paper for the course

#### Readings:

- Kidd, Dustin. "Public Culture in America: A Review of Cultural Policy Debates." *The Journal of Arts Management, Law, and Society* 42, no. 1 (2012): 11-21. doi:10.1080/10632921.2012.651094.
- Shockley, Gordon, and Connie L. Mcneely. "A Seismic Shift in U.S. Federal Arts Policy: A Tale of Organizational Challenge and Controversy in the 1990s." *The Journal of Arts Management, Law, and Society* 39, no. 1 (2009): 7-23. doi:10.3200/jaml.39.1.7-23.

#### Tasks/Assignments Due:

- Unit 7 Discussion: Public Culture
- Unit 7 Journal: Summary and Critique of Journal Article

## Unit 8: Artists & Arts in Times of Crisis

#### Unit Outcomes:

- Analyze and critique an example arts program that was in response to a crisis
- Propose an idea for arts programming/project addressing one of the issues discussed in this unit

**Readings:**

Choose TWO of the following articles to read for this unit:

- Alter-Müri, Simone. "Teaching about war and political art in the new millennium." *Art Education* 57, no. 1 (2004): 15-20.
- Bensimon, Moshe, Dorit Amir, and Yuval Wolf. "Drumming through Trauma: Music Therapy with Post-traumatic Soldiers." *The Arts in Psychotherapy* 35, no. 1 (2008): 34-48. doi:10.1016/j.aip.2007.09.002. <http://www.sciencedirect.com/science/article/pii/S0197455607000883>
- Landy, Robert J. "Drama as a Means of Preventing Post-traumatic Stress following Trauma within a Community." *Journal of Applied Arts & Health* 1, no. 1 (2010): 7-18. doi:10.1386/jaah.1.1.7/1.
- McArdle, Felicity A., and Nerida J. Spina. "Children of refugee families as artists: Bridging the past, present and future." *Australian Journal of Early Childhood* 32, no. 4 (2007): 50-53.

**Tasks/Assignments Due:**

- Unit 8 Journal: Arts in the Times of Crisis
- Unit 8 Discussion: Arts in a Time of Crisis Project Proposal

## Unit 9: Loss, Mourning & Memory

**Unit Outcomes:**

- Analyze and critique an arts program example in response to loss, mourning, and memory
- Synthesize two journal articles in practice for the final research paper of the course

**Readings:**

- Greenwald, Alice M. "“Passion on All Sides”: Lessons for Planning the National September 11 Memorial Museum." *Curator: The Museum Journal* 53, no. 1 (2010): 117-25. doi:10.1111/j.2151-6952.2009.00012.x.
- Keys, Kathleen. "El Museo de la Memoria y los Derechos Humanos: Pedagogic Reflections." *Journal of Cultural Research in Art Education* 29 (2011): 109.

**Tasks/Assignments Due:**

- Unit 9 Journal: Loss, Mourning, and Memory
- Unit 9 Journal: Synthesis of Journal Articles

## Unit 10: Social Justice I: Human Rights & Community Agency

**Unit Outcomes:**

- Analyze an arts-based project that interrogates, improves, and protects human rights by providing a visual model that explains the stages of the project
- Propose an idea for human rights related arts programming

**Readings:**

Choose TWO of the following articles to read for this unit:

- Clay, Andreana. "All I need is one mic: Mobilizing youth for social change in the post-civil rights era." *Social Justice* 33, no. 2 (104 (2006): 105-121.
- Martinez, Maria X. "The art of social justice." *Social Justice* 34, no. 1 (107 (2007): 5-11.
- Rodriguez, Luis. "The end of the line: California gangs and the promise of street peace." *Social Justice* 32, no. 3 (101 (2005): 12-23.
- Strachan, Ian Gregory. "Theater in the bush: Art, politics, and community in the bahamas." *Social Justice* 34, no. 1 (107 (2007): 80-96.
- Tsilimpounidi, Myrto, and Aylwyn Walsh. "Painting human rights: Mapping street art in Athens." *Journal of Arts and Communities* 2, no. 2 (2011): 111-22.

#### Tasks/Assignments Due:

- Unit 10 Journal: Encouraging Community Agency
- Group Wiki Assignment : Nutshell Proposal on Human Rights

## Unit 11: Social Justice II: The Arts & Concepts of Race & Ethnicity

#### Unit Outcomes:

- Analyze an arts effort to provide awareness and ask questions about issues related to race, ethnicity, and equity
- Create a proposal for the final project, including a topic and a preliminary bibliography

#### Readings:

Choose TWO of the following articles to read for this unit:

- Craighead, Clare. "'Black dance': Navigating the politics of 'black' in relation to 'the dance object' and the body as discourse." *Critical Arts: A Journal of South-North Cultural Studies* 20, no. 2 (2006): 16-33.
- Fowler, Cynthia. "Hybridity as a Strategy for Self-Determination in Contemporary American Indian Art." *Social Justice* 34, no. 1 (107 (2007): 63-79.
- Knight, Wanda B. "Using contemporary art to challenge cultural values, beliefs, and assumptions." *Art Education* 59, no. 4 (2006): 39-45.
- McIntosh, Peggy. White privilege: Unpacking the invisible knapsack. *Independent School* 49, no. 2 (1990).

#### Tasks/Assignments Due:

- Unit 11 Video Discussion: Arts and Race, Ethnicity, and Equity
- Unit 11 Journal: Proposal for Final Project

## Unit 12: Social Justice III: The Arts and Concepts of Class, Gender & Sexuality

#### Unit Outcomes:

- Analyze arts efforts to provide awareness and ask questions about identity concepts
- Propose an idea for class, gender, and sexuality related arts programming

#### Readings:



Choose **TWO** of the following articles to read for this unit:

- *Gaulke, Cheri. 2009. Acting Like Women: Performance Art of the Woman's Building. In *The Citizen Artist: 20 Years of Art in the Public Arena An Anthology from High Performance Magazine 1978-1998*, Edited by Linda Frye Burnham and Steven Durland. Gardiner, NY: Critical Press, 1998.*
- Gardner-Huggett, Joanna. "The women artists' cooperative space as a site for social change: Artemisia gallery, chicago (1973-1979)." *Social Justice* 34, no. 1 (107 (2007): 28-43.
- Goddard, Amy Jo. "Staging activism: New york city performing artists as cultural workers." *Social Justice* 34, no. 1 (107 (2007): 97-116.
- Nordlund, Carrie, Peg Speirs, and Marilyn Stewart. "An Invitation to Social Change: Fifteen Principles for Teaching Art." *Art Education* 63, no. 5 (2010): 36-43.

#### Tasks/Assignments Due:

- Unit 12 Journal: Concepts of Identity
- Group Wiki Assignment: Nutshell Proposal on Class, Gender, and Sexuality Issues

## Unit 13: Arts Based Community Development: Beautification, Public Art, and Urban Renewal

#### Unit Outcomes:

- Reflect and critique inclusive approaches of Arts-Based Community Development (ABCD) used by the Wing Luke Museum of the Asian Pacific American Experience
- Analyze an effort to build, beautify, impact, and sustain community by reviewing an example of ABCD

#### Readings:

- Chew, Ron. "Five Keys to Growing a Healthy Community Connected Museum." In *Keynote speech given at the 48th Annual British Columbia Museums Association Conference, Nanaimo, BC, Canada*. 2004.
- McClearn, Elizabeth L. "Taxed: How One-Tenth of One Percent Transformed Denver." *The Journal of Arts Management, Law, and Society* 40, no. 3 (2010): 184-99.
- Mcpherson, Elizabeth and Karen Clemente. "Building Bridges: Using Dance and Other Arts in an Urban Initiative." *Journal of Dance Education* 10, no. 1 (2010): 22-24.

#### Tasks/Assignments Due:

- Unit 13 Journal: Ron Chew's Five Steps
- Unit 13 Video Discussion: Arts-Based Community Development (ABCD)

## Unit 14: Community Arts: Innovative, Alternative and Better Practices

#### Unit Outcomes:

- Propose an idea for a sustainable community arts development project/programming
- Start working on the final research paper, which is due by the end of Unit 15

#### Readings:



- Grodach, Carl. “Art Spaces in Community and Economic Development: Connections to Neighborhoods, Artists, and the Cultural Economy.” *Journal of Planning Education and Research* 31, no. 1 (2011): 74-85.
- Shifferd, Patricia A. and Dorothy Lagerroos. Converging Streams: The Community Arts and Sustainable Community Movements, *Original CAN/API Publication*, (November 2006).
- Lee Dahyun. “How the arts generate social capital to foster intergroup social cohesion.” *The Journal of Arts Management, Law, and Society* 43, no. 1 (2013): 4-17.

**Tasks/Assignments Due:**

- Unit 14 Video Discussion: Sustainable Community Arts Project Proposal
- Start Working on Your Final Project

## Unit 15: Course Conclusions & Final Research Project

**Unit Outcomes:**

- Wrap up the course
- Work on and submit the final research paper based on content and readings from Unit 1-14 and further research

**Readings:**

\*No readings for this unit.

**Tasks/Assignments Due:**

- Finish Your Final Project

## Grading Information

Each student’s overall course grade will be computed according to the following breakdown:

Assignment	Weight
Visual Model (1 unit)	5%
Group Wikis (5 units)	12%
Journal Entries (11 units)	33%
Discussions (9 units)	25%
Final Project	25%
<b>TOTAL</b>	<b>100%</b>

## Course Policies and Procedures

The Course Policies and Procedures described below apply to all courses in the MA in Arts Administration program.

### G.uky.edu Account

All students enrolled in Arts Administration must have a g.uky.edu account in order to utilize Google Apps for Education. Students **may not** use a personal gmail account. If you do not currently have a g.uky.edu account, please set one up by following the directions in the following video:

**WATCH:** [UKY Email Settings and Chrome User Accounts](#)

If you have previously set-up a g.uky.edu account but have forgotten your password, please contact the [UKY Customer Services](#). If you have completed all of these steps and are still having difficulty, please contact [Joe French](#), Instructional Designer or stop by his office in Fine Arts, room 207A.

### Google Apps

The Department of Arts Administration utilizes Google Apps for Education extensively in its courses. In order to use Google Apps, you will need to have set up your g.uky.edu account. This is required for all students enrolled in a AAD course.

If you aren't already a Google Drive user, it will be helpful to watch this tutorial on using the Drive.

**WATCH:** [Google Drive 2017](#)

**WATCH:** [Google Docs and Sheets 2017](#)

Google Drive has many functionalities that we think you will really like including being able to share and collaborate on documents in real time, adding comments and seeing the revision history of documents. Here are videos that discuss additional features and how to use them.

**WATCH:** [Sharing your Documents and Files](#)

**WATCH:** [Working on the Same File at the Same Time](#)

**WATCH:** [Comments in Google Docs](#)

**WATCH:** [Revision History - Google Drive Tutorial](#)

**WATCH:** [View and Edit Your Files Offline](#)

## Submissions

All assignments should be submitted via Canvas following the instructions provided on the unit's assignment sheet. All assignments must be submitted by 11:59 pm EST/EDT US in order for it to be considered on time.

Assignments should be labeled for digital submission as follows:

*lastname\_firstinitial\_unitnumber\_assignment.ext*

For example, Jane Smith's assignment for a Unit 1 assignment called 'essay' would be:

*Smith J u1 Essay.doc*

Text-based documents should be submitted as a Word document using the .doc or .docx extension. Follow the specific formatting instructions in the assignment sheet for other types of submissions.

## Late Submissions

Assignments that are submitted anytime after 11:59 pm EST/EDT US due date are considered late.

There is a 10-point deduction for each day an assignment is late. Assignments that are seven or more days late will receive a grade of "0".

Number of Days Late	Late Penalty	Highest Grade Possible
1	-10	90%
2	-20	80%
3	-30	70%
4	-40	60%
5	-50	50%
6	-60	40%
7 or more days late	0	0

## Grading Explanation

### Letter Grade: A

*Range: 90 to 100 percent*

*Characterization: Excellent*

#### Explanation:

Student demonstrates a full understanding of the subject matter, exemplary critical and creative thinking, strong comprehension of concepts presented in literature and previous work in the subject area, and highly developed communication and presentation skills. The work is of outstanding quality according to the criteria established for graduate level evaluation

### Letter Grade: B

*Range: 80 to 89 percent*

*Characterization: Good*

**Explanation:**

Student demonstrates above average comprehension of the subject matter, above average critical and creative thinking, familiarity with concepts presented in literature and previous work in the subject area, and above average communication and presentation skills. The work is of passing quality according to graduate level evaluation criteria.

**Letter Grade: C**

*Range: 70 to 79 percent*

*Characterization: Average*

**Explanation:**

Student demonstrates average comprehension of the subject matter, average critical and creative thinking, familiarity with basic concepts found in literature and previous work in the subject area, and average communication and presentation skills. The work is of passing quality according to graduate level evaluation criteria.

**Letter Grade: D**

*Range: 60 to 69 percent*

*Characterization: Poor*

**Explanation:**

Student demonstrates minimal understanding of the subject matter, poorly developed communication skills, inability to apply subject matter understanding in other contexts, and little evidence of critical or creative thinking. The work is unsatisfactory and is considered as failing the graduate level evaluation criteria.

**Letter Grade: E**

*Range: 0 to 59 percent*

*Characterization: Failing*

**Explanation:**

The student shows inadequate understanding of subject matter, fails to complete course requirements, shows no demonstration of critical or creative thinking, and has very poor communication skills. The work is clearly of unacceptable quality according to the evaluation criteria.

## Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>

A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others needs to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of Senate Rules) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

## Decorum and Civility

Free discussion, inquiry and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Criticism should be constructive, well-meaning and well-articulated. Please, no tantrums, rants or profanity.

## Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

## Technical Requirements

### Hardware

Minimum suggested computer hardware:

- Processor: dual Core 1.3 Ghz or higher
- RAM: 4 GB or more preferred (minimum 2 GB)
- Hard Drive: 250 GB or larger preferred (minimum 100 GB or larger)
- Wireless card: 802.11n preferred (minimum 802.11 b/g compatible)
- Operating system: Most recent version for your hardware (for example, Mac OS 10.8 or Windows 7)
- Keyboard
- Mouse (or equivalent)
- Webcam (some laptops come with an integrated webcam and will not require an external device)

External Devices:

- Printer (doesn't matter if it is color or black/white)
- Scanner for documents and images
- Headphones or headset with microphone
- Digital Camera
- Other helpful options: DVD/CD drive/burner, external hard drive (for data backup/extra storage), and laptop security cable

Minimum suggested laptop computer hardware:

- Microphone (sometimes is integrated with the webcam or with a headset)

Optional:

- Mobile Device (iPhone, iPad, Android)  
<http://www.uky.edu/ukat/hardwareguide>

### Software

Software (required)

- Up to date virus software
- PDF reader, Adobe Acrobat Reader
- Microsoft Office (Excel, Word, PowerPoint)
- (available free through <https://download.uky.edu/>)
- Google Drive installed on computer
- Latest version of Firefox Internet Browsing software (mozilla.org)
- Adobe Flash Installed

Provided by the University of Kentucky

- Adobe CS6 (will be available when class begins)
- Microsoft Office Suite (Word, Excel, PowerPoint)

## Web browser

Internet Browser (required)

- The latest version of Firefox (Cookies must be enabled; Pop-Blocker must be disabled)

Internet Browser (optional)

- The latest version of Google Chrome (Cookies must be enabled; Pop-Blocker must be disabled)

## Internet

Internet Connection (required)

- DSL, cable, or any high-speed internet connection

## Resources

Downloadable Applications (required)

- Java
- JavaScript
- Flash

Download University Software

- <https://download.uky.edu/>

## Additional Resources

Technical Requirements:

- <https://www.uky.edu/elearning/technology/technicalrequirements>

## Procedure for Resolving Technical Complaints

Students should contact the University of Kentucky Help Desk with technical complaints.

Email: [218help@uky.edu](mailto:218help@uky.edu)

Information to include:

- Course Name and Number
- Unit Number
- Assignment number
- Description of the problem

*\*Make sure to copy the course Instructor and Joe French, Instructional Designer, on the email.*

## Contact Information

### Program contacts

Arts Administration Program

[artsadministration@uky.edu](mailto:artsadministration@uky.edu)

859.257.9616



Department Chair  
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[rachel.shane@uky.edu](mailto:rachel.shane@uky.edu)  
859.257.7717

Director of Graduate Studies  
Geraldine Maschio, Ph.D.  
[gmasc1@email.uky.edu](mailto:gmasc1@email.uky.edu)  
859.257.8201

Instructional Designer  
Joe French  
[joe.french@uky.edu](mailto:joe.french@uky.edu)  
859.218.1347

## IT Support

Information Technology Customer Service Center

UKAT (<http://www.uky.edu/ukat/help>) provides technical support to University of Kentucky students. If students are having difficulty with UK-related systems, call 859-218-4357.

If students are having difficulty with Canvas, they can call the Canvas help line 24/7 at 844-480-0838.

Other Technical Complaints if students are having difficulty with their own computer or software, they will be responsible for resolving these as soon as possible

## Distance Learning Library Services

The goal of Distance Learning Library Services is to provide access to information resources for the students who take classes through the Distance Learning Programs. Services include:

- Access to the University's circulating collections
- Document Delivery & Interlibrary Loan
- Research Assistance
- Information on Distance Learning Library Services: <http://www.uky.edu/Libraries/DLLS>

DL Librarian  
Carla Cantagallo  
Local phone number: 859 218-1240  
Email: [dlservice@email.uky.edu](mailto:dlservice@email.uky.edu)

DL Interlibrary Loan Service:  
[http://libraries.uky.edu/page.php?lweb\\_id=253](http://libraries.uky.edu/page.php?lweb_id=253)

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